

Psychology

A/T

Front Cover Art provided by Canberra College student Aidan Giddings

Table of Contents

The ACT Senior Secondary System	
ACT Senior Secondary Certificate	2
Learning Principles	
General Capabilities	
Cross-Curriculum Priorities	
Rationale	7
Goals	7
Unit Titles	
Organisation of Content	
Assessment	
Achievement Standards	
Self and Identity	Value: 1.0
Cognition and Emotions	Value: 1.0
Normality and Abnormality	Value: 1.0
Groups and Society	Value: 1.0
Independent Study	Value: 1.0
Appendix A – Implementation Guidelines	
Appendix B – Course Developers	
Appendix C – Common Curriculum Element	s
Appendix D – Glossary of Verbs	
Appendix E – Glossary for ACT Senior Secon	dary Curriculum
Appendix F – Course Adoption	

The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

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 affects 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)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at <u>www.australiancurriculum.edu.au</u>.

Literacy

In *Psychology*, students develop their literacy skills in reading, writing, speaking, listening, and viewing as they access and respond to information from a wide range of sources. They interpret meaning from texts in print, oral, visual, spatial, and electronic forms. Students examine evidence, and analyse and evaluate texts for reliability, relevance, and accuracy. They evaluate theories, concept, and principles, and evaluate the significance of issues with the use of evidence. Students communicate creatively and critically in different modes and for different purposes, such as to discuss, innovate, explain, and solve problems. By using appropriate text structure and language knowledge, students express their thoughts and ideas logically and fluently. Students monitor their language use for accuracy and clarity of ideas and explanations, conciseness of expression, and appropriateness for the purpose.

Numeracy

Psychology students extend their numeracy skills through activities such as, numerically analysing and manipulating data and interpreting and representing data. They recognise patterns and relationships statistically, chronologically, and spatially, and they have opportunities to support their views with data. Students develop numeracy capability when they analyse, interpret, and draw conclusions from statistical information.

Information and Communication Technology (ICT) Capability

In *Psychology*, students' access and integrate a growing range of online information, tools, and applications. They use digital tools to locate, access, process and analyse information. These include digitised online materials such as journals, magazines, newspapers, and images, as well as other online resources including databases, reference works and indexes to library holdings. Students use ICT skills to investigate and identify the source and credibility of evidence, and to communicate creatively and critically. They evaluate the use of devices and apps in popular psychology and pseudo-scientific representations of *Psychology*.

Critical and Creative Thinking

In *Psychology*, students apply critical and creative thinking skills to examining the implications of the ideas and information they investigate. They pose questions and develop interpretations based on an assessment of the evidence and reasoning. They synthesise theories and concepts from a range of disciplines to propose plausible and creative solutions to problems. They respond to the challenges of the twenty-first century – with its complex environmental, social, and economic pressures – requiring young people to be creative, innovative, enterprising, and adaptable, with the motivation, confidence, and skills to use critical and creative thinking purposefully.

Personal and Social Capability

Psychology fosters personal and social capability in developing students' appreciation of the perspectives and experiences of others through empathy. Students learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others, and understanding relationships, establishing, and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. Students develop and practice skills that enhance their communication skills and have opportunities to work both collaboratively and independently as part of their learning and research. Students develop social capability in being receptive to changing their thinking, developing knowledge and attitudes in promoting social justice and equity, and in influencing society to make the future more just and inclusive. They self-reflect on their own learning.

Ethical Understanding

In *Psychology*, students learn to develop ethical understanding as they explore ethical issues and interactions with others, discuss ideas and learn to be accountable as members of their community. As cultural, social, environmental, and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as research ethics, human rights, and responsibilities. As students engage with the elements of Ethical Understanding in *Psychology*, they learn to recognise the complexity of many ethical issues in psychology and beyond. They develop a capacity to make reasoned ethical judgements through the investigation of a range of issues drawn from psychology contexts.

Intercultural Understanding

In *Psychology,* Intercultural Understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world. Intercultural understanding to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts on matters related to psychology.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

This priority will provide opportunities for all students to appreciate the challenges faced by one of the world's oldest continuous living cultures. Students will gain a deeper understanding of the significance and impact First Nations Australians histories and dynamic cultures continue to have on our world. This priority provides important and engaging contexts for exploring personal, community and group identities. In doing this, it builds understanding about differences and commonalities in systems of knowledge and beliefs. Students learn about the richness of First Nations Australians modes of communication and ways of living and develop appreciation and understanding of uniquely Australian connections to place, people and ways of being. They explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community.

Asia and Australia's Engagement with Asia

Psychology enables students to appreciate and engage with diverse cultures, traditions, and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy, and respect. Students examine the meaning of psychological concepts across the cultures of the Asia region. These includes different perspectives on thoughts, feelings, and behaviours, traditional and contemporary. Students recognise the influence within Australian culture of migrant communities on conceptions and receptions of Psychology.

Sustainability

In *Psychology*, students explore how people connect and interact with natural, managed and built environments. They consider how these connections and interactions within systems play an important role in promoting, supporting, and sustaining the wellbeing of individuals, the community, and the environment as a whole, now and into the future. Students develop an understanding of their potential to contribute to sustainable patterns of living. They will develop their world view by exploring concepts of diversity and social justice as these relate to *Psychology*. Students are provided with opportunities to develop an appreciation of the interdependence of people and their environments.

Psychology A/T

Rationale

Psychology is the study of the human mind and behaviour. Students develop an understanding of themselves and others by exploring the interactions of biological, social, and psychological factors in individuals and groups.

Students develop scientific inquiry skills. As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. Scientific literacy is treated as a core underlying principle to the development of deep understanding in the subject. Students are introduced to new discoveries and advances, as well as considering the ethical issues relating to treatment and research. As a result, students learn to think critically, to evaluate evidence, to solve problems and to communicate understanding of human behaviour, thoughts, and feelings scientifically. Students apply evidence-based research to understanding and interpreting data. They develop analytical and critical thinking skills and learn to question and challenge assumptions about human feelings, thoughts, and behaviour. Students develop skills to communicate effectively, and present logical and coherent arguments.

The study of Psychology enables learners to understand how individuals think, feel and act within different contexts. 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. Students develop their knowledge and understanding of theories, concepts, and perspectives to explain cognition, feelings, and behaviour. They analyse the nature and purpose of psychology and develop insights into types of feelings, thoughts, and behaviour across a range of contexts.

The study of Psychology develops the capacity and capability to transition to tertiary and industry courses, as well as different pathways. The course will provide critical thinking and communication skills valuable for a wide a range of life and work settings. Their understanding of people and multiple perspectives will enable and enrich their interactions with people and groups.

Psychology is both a discipline and a profession. Students in secondary school focus entirely on the discipline, as it would be dangerous to encourage students to consider themselves as possessing therapeutic skills beyond a critical self-awareness.

Goals

This course should develop students':

- sense of wonder and curiosity about nature and an appreciation of how scientific knowledge can be used to address contemporary issues
- understanding of the theories and models used to describe, explain, and make predictions about systems, structures, and properties to provide a reliable basis for action
- understanding that scientific knowledge is developing over time, is being used in a variety of contexts; and influences, and is continuing to be influenced by, historical, social, economic, cultural, and ethical considerations and new discoveries understanding that Science is experimental and has developed through independent and collaborative research, and has significant impacts on society and implications for decision making
- ability to design and conduct a variety of field and laboratory investigations involving collection and critical analysis of data, and interpretation of evidence
- ability to evaluate scientific concepts, interpretations and claims in order to solve problems and generate informed, considered, and ethical conclusions
- ability to communicate scientific understanding, findings, arguments, and conclusions using appropriate representations, modes, and genres.

Unit Titles

- Self and Identity
- Cognition and Emotions
- Normality and Abnormality
- Groups and Society
- Independent Study

Organisation of Content

Self and Identity

Students examine traditional and contemporary psychological understandings of how individuals develop a unique self and identities in their context, using a range of approaches, including the interaction between nature and nurture. In examining differences, they will focus on individual difference in thoughts, feelings, and behaviour. Students develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Cognition and Emotions

This unit examines traditional and contemporary understandings on the basis of human cognition and emotion in context. Students explore how our perception of, and feelings about, the world shapes our interaction with it. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Normality and Abnormality

This unit examines traditional and contemporary understandings of the continuum of normality and abnormality, and the social construction of healthy and unhealthy thoughts, feelings, and behaviour. Students explore biological, psychological, and social, and contextual aspects of normality and abnormality, how they are determined, and how that has changed over time. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Groups and Society

This unit examines traditional and contemporary understandings of the implications of identity and membership within groups and society for thoughts, emotions, and behaviour. They explore how and why humans think, feel and act in group and social settings using a range of approaches. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

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 must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

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

- concepts, models, and application
- contexts
- inquiry skills.

Assessment Task Types

Suggested tasks

Individual tasks may incorporate one or more of the following:

- models
- commentary
- debate
- portfolio/journal
- field work
- investigation
- document/source analysis
- practical report
- role play
- research report
- test/quiz

- seminar/workshop/lecture
- poster
- response to stimulus
- essay
- multimedia presentation
- creative response
- interview
- discussion forum
- rationale/validation
- practical skills

It is recommended that a student conceived investigation be undertaken at least once during a minor and twice during a major. This investigation may either be theoretical or practical, or a combination of both.

Weightings in A/T 1.0 and 0.5 Units:

No task to be weighted more than 45% for a standard 1.0 unit.

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Task types need to be selected to address all Achievement Standards within the Concepts, Models & Applications, Contexts, and Inquiry Skills strands across a standard (1.0) or half-standard (0.5) unit.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A/T courses. A single Achievement Standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 Achievement Standards. A Year 11 student in any unit is assessed using the Year 11 Achievement Standards. Year 12 Achievement Standards reflect higher expectations of student achievement compared to the Year 11 Achievement Standards. Years 11 and 12 Achievement Standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An Achievement Standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the Achievement Standards to inform development of rubrics. The verbs used in Achievement Standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

BSSS Achievement Standards for Science A Course – Year 11

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Applications	 analyses the fundamental properties and functions of system components, processes and interactions, and how they are affected by factors across a range of temporal and spatial scales 	• explains the fundamental properties and functions of system components, processes and interactions, and how they are affected by factors across a range of temporal and spatial scales	 describes the fundamental properties and functions of system components, processes and interactions, and how they are affected by factors across a range of temporal and spatial scales 	 identifies the fundamental properties and functions with some identification of system components and factors that affect processes across a range of temporal and spatial scales 	• identifies the fundamental properties and functions with little or no identification of system components, processes, interactions and contextual scales
, Models &	 analyses the nature, functions, limitations and applications of theories and models using evidence, in unfamiliar contexts 	• explains the nature, functions, limitations and applications of theories and models using evidence, in familiar contexts	 describes the nature, functions, limitations and applications of theories and models with supporting evidence 	 identifies the nature, functions, applications, and some possible limitations of theories and models, with some evidence 	• identifies the nature, function of theories and models, with an assertion of a few possible limitations
Concepts	 assesses evidence with reference to models and/or theories, and develops evidence-based conclusions and assesses limitations 	• explains evidence with reference to models and/or theories, and develops evidence-based conclusions and explains limitations	 describes evidence with reference to models and/or theories, and develops evidence-based conclusions and describes limitations 	 identifies evidence, and develops conclusions with some reference to models and/or theories 	 identifies evidence, and asserts conclusions with little or no reference to models and/or theories
Contexts	 analyses how the practice and applications of science meet needs, make decisions; and is influenced by social, economic, technological, and ethical factors 	• explains how the practice and applications of science meet needs, make decisions, and is influenced by social, economic, technological, and ethical factors	 describes how the applications of science meet needs, make decisions, and is influenced by social, economic, technological, and ethical factors 	 identifies ways in the applications of science meet needs, and is influenced by some factors 	 identifies ways in which the application of science has been used in society to meet needs
	• designs, conducts and improves safe, ethical and original inquiries individually and collaboratively, that efficiently collect valid and reliable data in response to a complex question	• designs, conducts and improves safe, ethical inquiries individually and collaboratively, that collect valid data in response to a complex question	 plans and conducts safe, ethical inquiries individually and collaboratively, that collect valid data in response to a question 	• follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data in response to a question with varying success	• follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data with little or no connection to a question
	 analyses causal and correlational relationships, anomalies, reliability and validity of data and representations, and analyses errors 	• explains causal and correlational relationships, anomalies, reliability and validity of data and representations, and explains errors	 describes relationships in data sets, reliability and validity of data and representations, and describes common errors 	 identifies trends and anomalies in data and representations, with general comments about errors 	 identifies trends in data and representations, with little or no reference to anomalies and errors
y Skills	 assesses processes and claims, provides a critique based on evidence, and discusses alternatives 	 explains processes and claims, provides a critique with reference to evidence, and identifies alternatives 	 describes processes and claims, and identifies alternatives with some reference to evidence 	 identifies processes and claims, and identifies the need for improvements with some reference to evidence 	 identifies processes and the need for some improvements, with little or no reference to evidence
Inquir	 reflects with insight on their own thinking and learning and evaluates planning, time management and use of appropriate strategies to work independently and collaboratively 	 reflects on their own thinking and analyses planning, time management, use of appropriate strategies to work independently and collaboratively 	 reflects on their own thinking and explains planning, time management, use of appropriate strategies to work independently and collaboratively 	 reflects on their own thinking with some reference to planning, time management, use of appropriate strategies to work independently and collaboratively 	• reflects on their own thinking with little or no reference to planning, time management, use of appropriate strategies to work independently and collaboratively
	• communicates concisely, effectively and accurately, demonstrating scientific literacy in a range of modes, styles, representations, and genres for specific audiences and purposes, with appropriate evidence and accurate referencing	• communicates clearly and accurately, demonstrating scientific literacy in a range of modes, styles, representations and genres for specific audiences and purposes, with appropriate evidence and accurate referencing	• communicates accurately demonstrating scientific literacy, in a range of modes, styles, representations, and genres for specific purposes, with appropriate evidence and mostly consistent referencing	• communicates demonstrating some scientific literacy, in a range of modes, representations, and genres with some evidence and inconsistent referencing	• communicates demonstrating limited scientific literacy, in a range of modes and representations, with inconsistent and inaccurate referencing

BSSS Achievement Standards for Science T Course – Year 11

	A student who achieves an A	A student who achieves a B	A student who achieves a C grade	A student who achieves a D grade	A student who achieves an E
	grade typically	grade typically	typically	typically	grade typically
, Models & Applications	 evaluates the fundamental properties and functions of system components, processes and interactions, and the effects of factors across a range of scales evaluates the nature, functions, limitations and applications of theories and models using evidence, in unfamiliar contexts 	 analyses the fundamental properties and functions of system components, processes and interactions, and the effects of factors across a range of scales analyses the nature, functions, limitations and applications of theories and models using evidence, in familiar contexts 	 explains the fundamental properties and functions of system components, processes and interactions and the effects of factors across a range of scales explains the nature, functions, limitations and applications of theories and models using evidence, in familiar contexts 	 describes the fundamental properties and functions, and with some description of system components, processes and interactions, and the effects of factors across a range of scales describes the nature, functions, limitations and applications of theories and models with supporting evidence 	 identifies the fundamental properties and functions of system and identifies components, processes and interactions, and the effects of factors across a range of scales identifies the nature, functions, applications, and some possible limitations of theories and models, with some evidence
Concepts	 analyses evidence with reference to models and/or theories, and develops evidence-based conclusions and evaluates limitations 	 assesses evidence with reference to models and/or theories, and develops evidence-based conclusions and discusses limitations 	 explains evidence with reference to models and/or theories, and develops evidence-based conclusions and identifies limitations 	 describes evidence, and develops conclusions with some reference to models and/or theories 	 identifies evidence, and asserts conclusions with little or no reference to models and/or theories
texts	• evaluates epistemology, role of peer review, collaboration and technology in developing knowledge	 analyses epistemology, role of peer review and technology in developing knowledge 	 explain epistemology, role of peer review and technology in developing knowledge 	 describes the role of peer review in developing knowledge 	 identifies that scientific knowledge has changed over time
Cont	 evaluates the influence of social, economic, ethical and cultural factors on Science 	 analyses the influence of social, economic, ethical and cultural factors on Science 	 explains the influence of social, economic, ethical and cultural factors on Science 	 describes the influence of social, economic, ethical and cultural factors on Science 	 identifies the influence of social, economic, ethical and cultural factors on Science
	 designs, conducts and improves safe, ethical and original inquiries individually and collaboratively, that collect valid, reliable data in response to a complex question analyses causal and correlational relationships, anomalies, reliability and validity of data and representations, and analyses errors 	 designs, conducts and improves safe, ethical inquiries individually and collaboratively, that collect valid, reliable data in response to a question analyses causal and correlational relationships, anomalies, reliability and validity of data and representations, and discusses errors 	 plans and conducts safe, ethical inquiries individually and collaboratively, that collect valid data in response to a familiar question explains causal and correlational relationships, anomalies, reliability and validity of data and representations, and cites common errors 	 follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data in response to a simple question with varying success describes trends, relationships and anomalies in data, identifies anomalies, and some possible sources of error 	 follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data with little or no connection to a question identifies trends and relationships in data, with little or no reference to sources of error
y Skills	 analyses processes and claims, and provides a critique based on evidence, and analyses alternatives 	 assesses processes and claims, and provides a critique with reference to evidence, and analyses alternatives 	 explains processes and claims, and identifies alternatives with reference to reliable evidence 	 describes processes and claims, and identifies the need for improvements with some reference to evidence 	 identifies processes and the need for some improvements, with little or no reference to evidence
Inquir	• reflects with insight on own thinking and that of others, and evaluates planning, time management, and use of appropriate work strategies to work independently and collaboratively	 reflects on their own thinking and analyses planning, time management, use of appropriate work strategies to work independently and collaboratively 	 reflects on their own thinking and explains planning, time management, use of appropriate work strategies to work independently and collaboratively 	 reflects on their own thinking, with reference to planning and the use of appropriate work strategies to work independently and collaboratively 	• reflects on their own thinking with little or no reference to planning, time management, and use of work strategies to work independently and collaboratively
	• communicates concisely, effectively and accurately, demonstrating scientific literacy in a range of modes, styles, representations, and genres for specific audiences and purposes, with appropriate evidence and accurate referencing	• communicates clearly and accurately, demonstrating scientific literacy in a range of modes, styles, representations and genres for specific audiences and purposes, with appropriate evidence and accurate referencing	• communicates accurately demonstrating scientific literacy, in a range of modes, styles, representations, and genres for specific purposes, with appropriate evidence and mostly consistent referencing	• communicates demonstrating some scientific literacy, in a range of modes, representations, and genres with some evidence and inconsistent referencing	 communicates demonstrating limited scientific literacy, in a range of modes and representations, with inconsistent and inaccurate referencing

BSSS Achievement Standards for Science A Course – Year 12

	A student who achieves an A grade	A student who achieves a B grade	A student who achieves a C grade	A student who achieves a D grade	A student who achieves an E grade
	typically	typically	typically	typically	typically
Applications	 analyses the fundamental properties and functions of system components, processes and interactions, and the effects of factors across a range of scales analyse the nature functions 	 explains the fundamental properties and functions of system components, processes and interactions, and the effects of factors across a range of scales explains the pature, functions 	 describes the fundamental properties and functions of system components, processes and interactions, and the effects of factors across a range of scales describes the nature functions 	 describes the fundamental properties and functions of system components, processes and interactions, and the effects of one or more factors describes the nature functions 	 identifies the fundamental properties and functions of system components, processes and interactions, and the effects of factors identifies the nature functions
Models 8	 analyse the nature, functions, limitations and applications of theories and models using evidence, in unfamiliar contexts 	 explains the nature, functions, limitations and applications of theories and models using evidence, in familiar contexts 	 describes the nature, functions, limitations and applications of theories and models using evidence, in familiar contexts 	limitations and applications of theories and models with supporting evidence	applications, and some limitations of theories and models with some evidence
Concepts,	• assesses evidence with reference to models and/or theories, and develops evidence-based conclusions and evaluates limitations	• explains evidence with reference to models and/or theories, and develops evidence-based conclusions and discusses limitations	• describes evidence with reference to models and/or theories, and develops evidence-based conclusions and identifies limitations	 describes evidence, and develops conclusions with some reference to models and/or theories 	• identifies evidence, and asserts conclusions with little or no reference to models and/or theories
exts	 analyses epistemology, role of peer review, collaboration and technology in developing knowledge 	 explains epistemology, role of peer review and technology in developing knowledge 	 describes epistemology, role of peer review and technology in developing knowledge 	 describes role of peer review and technology in developing knowledge 	 identifies that scientific knowledge has changed over time
Cont	 analyses the influence of social, economic, ethical and cultural factors on Science 	 explains the influence of social, economic, ethical and cultural factors on Science 	 describes the influence of social, economic, ethical and cultural factors on Science 	 describes the influence of social, economic, ethical and cultural factors on Science 	 identifies the influence of social, economic, ethical and cultural factors on Science
	• designs, conducts and improves safe, ethical and original inquiries individually and collaboratively, that collect valid, reliable data in response to a complex question	• designs, conducts and improves safe, ethical inquiries individually and collaboratively, that collect valid, reliable data in response to a question	• plans and conducts safe, ethical inquiries individually and collaboratively, that collect valid data in response to a familiar question	• follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data in response to a simple question with varying success	• follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data with little or no connection to a question
	 analyses causal and correlational relationships, anomalies, reliability and validity of data and representations, and analyses errors 	 analyses causal and correlational relationships, anomalies, reliability and validity of data and representations, and discusses errors 	• describes causal and correlational relationships, anomalies, reliability and validity of data and representations, and cites common errors	 describes trends, relationships and anomalies in data, identifies anomalies, and some possible sources of error 	• identifies trends and relationships in data, with little or no reference to sources of error
y Skills	 analyses processes and claims, and provides a critique based on evidence, and analyses alternatives 	 explains processes and claims, and provides a critique with reference to evidence, and proposes alternatives 	 describes processes and claims, and identifies alternatives with reference to reliable evidence 	 describes processes and claims, and identifies the need for improvements with some reference to evidence 	• identifies processes and the need for some improvements, with little or no reference to evidence
Inquir	• reflects with insight on own thinking and that of others and, evaluates planning, time management and use of appropriate independent and collaborative work strategies	 reflects on their own thinking and analyses planning, time management, and use of appropriate independent and collaborative work strategies 	 reflects on their own thinking and explains planning, time management, and use of appropriate independent and collaborative work strategies 	• reflects on their own thinking, with reference to planning and the use of appropriate independent and collaborative work strategies	• reflects on their own thinking with little or no reference to planning, time management, and use of appropriate independent and collaborative work strategies
	• communicates concisely, effectively and accurately, demonstrating scientific literacy in a range of modes, styles, representations, and genres for specific audiences and purposes, with appropriate evidence and accurate	• communicates clearly and accurately, demonstrating scientific literacy in a range of modes, styles, representations and genres for specific audiences and purposes, with appropriate evidence and accurate	• communicates accurately demonstrating scientific literacy, in a range of modes, styles, representations, and genres for specific purposes, with appropriate evidence and mostly consistent referencing	• communicates demonstrating some scientific literacy, in a range of modes, representations, and genres with some evidence and inconsistent referencing	• communicates demonstrating limited scientific literacy, in a range of modes and representations, with inconsistent and inaccurate referencing
	referencing	referencing			

BSSS Achievement Standards for Science T Course – Year 12

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Applications	 evaluates the properties and functions of system components, processes and interactions, and the interplay and effects of factors across a range of scales evaluates applications, limitations, and 	 analyses the properties and functions of system components, processes and interactions, and the interplay and effects of factors across a range of scales analyses applications limitations and 	 explains the fundamental properties and functions of system components, processes and interactions, and the effects of factors across a range of scales explains applications, limitations, and 	 describes the fundamental properties and functions of system components, processes and interactions, and the effects of one or more factors describes the nature functions 	 identifies the fundamental properties and functions of system components, processes and interactions, and some affective factors identifies the nature functions
ts, Models &	predictions of theories and models to explain systems and create solutions, with evidence, in unfamiliar contexts	predictions of theories and models to explain systems and create plausible solutions, with evidence in familiar contexts	predictions of theories and models to explain systems and create plausible solutions in familiar contexts	limitations and applications of theories and models to create solutions to problems with supporting evidence	limitations and applications of theories and models, and suggest solutions to problems with supporting evidence
Concept	 evaluates evidence with reference to analysis of models and/or theories, and develops evidence-based conclusions and evaluates limitations 	 analyses evidence with reference to models and/or theories, and develops evidence-based conclusions and discusses limitations 	• explains evidence with reference to models and/or theories, and develops evidence-based conclusions and identifies limitations	 describes evidence, and develops conclusions with some reference to models and/or theories 	 identifies evidence, and asserts conclusions with little or no reference to models and/or theories
exts	 evaluates epistemology, role of peer review, collaboration, and technology in developing knowledge 	 analyses epistemology, role of peer review and technology in developing knowledge 	 explains epistemology, role of peer review and technology in developing knowledge 	 describes role of peer review and technology in developing knowledge 	 identifies that scientific knowledge has changed over time
Cont	 evaluates the influence of social, economic, ethical and cultural factors on Science 	 analyses the influence of social, economic, ethical and cultural factors on Science 	 explains the influence of social, economic, ethical and cultural factors on Science 	 describes the influence of social, economic, ethical and cultural factors on Science 	 identifies the influence of social, economic, ethical and cultural factors on Science
	 designs, conducts and improves safe, ethical and original inquiries individually and collaboratively, that collect valid, reliable data in response to a complex question 	• designs, conducts and improves safe, ethical inquiries individually and collaboratively, that collect valid, reliable data in response to a question	• plans and conducts safe, ethical inquiries individually and collaboratively, that collect valid data in response to a familiar question	 follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data in response to a simple question with varying success 	• follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data with little or no connection to a question
10	 evaluates cause and correlation, anomalies, reliability and validity of data and representations, and evaluates errors 	 analyses cause and correlation, anomalies, reliability and validity of data and representations, and analyses errors 	• explains causal and correlational relationships, anomalies, reliability and validity of data and representations, and discusses common errors	 describes trends, relationships and anomalies in data, identifies anomalies, and cites sources of error 	 identifies trends and relationships in data with reference to sources of error
uiry Skills	 evaluates processes and claims, and provides a critique based on evidence, and evaluates alternatives 	 analyses processes and claims, and provides a critique with reference to evidence, and analyses alternatives 	• explains processes and claims, and identifies alternatives with reference to reliable evidence	 describes processes and claims, and identifies the need for improvements with some reference to evidence 	• identifies processes and the need for some improvements, with little or no reference to evidence
Inqu	 reflects with insight on own thinking and that of others, evaluates planning, time management, and use of appropriate independent and collaborative work strategies 	 reflects on their own thinking and analyses planning, time management, and use of appropriate independent and collaborative work strategies 	• reflects on their own thinking and explains planning, time management, and use of appropriate independent and collaborative work strategies	 reflects on their own thinking, with reference to planning and the use of appropriate independent and collaborative work strategies 	• reflects on their own thinking with little or no reference to planning, time management, and use of appropriate independent and collaborative work strategies
	• communicates concisely, effectively and accurately, with scientific literacy in a range of modes, representations, and genres for specific audiences and purposes, and accurate referencing	• communicates clearly and accurately, with scientific literacy in a range of modes, representations and genres for specific audiences and purposes, and accurate referencing	• communicates accurately demonstrating scientific literacy, in a range of modes, representations, and genres for specific purposes, and mostly consistent referencing	• communicates demonstrating some scientific literacy, in a range of modes, representations, and genres with some evidence and inconsistent referencing	• communicates demonstrating limited scientific literacy, in a range of modes and representations, with inconsistent and inaccurate referencing

Self and Identity

Self and Identity a Self and Identity b

Unit Description

Students examine traditional and contemporary psychological understandings of how individuals develop a unique self and identities in their context, using a range of approaches, including the interaction between nature and nurture. In examining differences, they will focus on individual difference in thoughts, feelings, and behaviour. Students develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Specific Unit Goals

This unit should enable students to:

A Course	T Course
 analyse psychological theories and ideas to	 evaluate psychological theories and ideas to
evaluate traditional and contemporary	evaluate traditional and contemporary
understandings of how individuals develop a	understandings of how individuals develop a
unique self and identity in their context	unique self and identity in their context
 assess data and models of and implications	 evaluate data and models of and
for individual difference in thoughts,	implications for individual difference in
feelings, and behaviour	thoughts, feelings, and behaviour
 assess assumptions, applications, ethics, and	 evaluate assumptions, applications, ethics,
limitations of psychological research on self	and limitations of psychological research on
and identity	self and identity
 analyse data, psychological models, theories, and concepts to communicate conclusions on and applications to self and identity 	 synthesise data, psychological models, theories, and concepts to communicate conclusions on and applications to self and identity

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course
Concepts, Models and Theories	
 analyse traditional and contemporary psychological understandings of self and identity in context, for example, Carl Rogers; Henri Tajfel; John Turner; Albert Bandura; gender identity, expression, or roles; Sigmund Freud; Abraham Maslow; Erik Erikson- 'Stages of Psycho-social Development', ego identity; Jean Piaget 	 evaluate traditional and contemporary psychological understandings of self and identity in context, for example, Carl Rogers; Henri Tajfel; John Turner; Albert Bandura; gender identity, expression, or roles; Sigmund Freud; Abraham Maslow; Erik Erikson- 'Stages of Psycho-social Development', ego identity; Jean Piaget

Value: 1.0

Value 0.5 Value 0.5

A Course	T Course		
 analyse data and models and theories that	 evaluate data and models and theories that		
represent individual human behaviour,	represent individual human behaviour,		
thoughts and feelings as an outcome of	thoughts and feelings as an outcome of		
selfhood and identity in context, for	selfhood and identity in context, for		
example, Bruce A. Bracken, Simon Baron	example, Bruce A. Bracken, Simon Baron		
Cohen- 'Theory of Mind'; Horowitz- 'States	Cohen- 'Theory of Mind'; Horowitz- 'States		
of Self-Organisation'; Self Identity Theory;	of Self-Organisation'; Self Identity Theory;		
Bracken- 'Multidimensional Self-concept	Bracken- 'Multidimensional Self-concept		
Scales; Turner- ' Labelling Theory'; 'The	Scales; Turner- ' Labelling Theory'; 'The		
Mirror Test'; Mick Gooda- "The Power of	Mirror Test'; Mick Gooda- "The Power of		
Identity- Naming oneself, Reclaiming	Identity- Naming oneself, Reclaiming		
Community"; Harold Hans and Martin	Community"; Harold Hans and Martin		
Maehr- 'Two Experiments on the Concept of	Maehr- 'Two Experiments on the Concept of		
Self and the Reactions of Others'; Glynis	Self and the Reactions of Others'; Glynis		
Breakwell- 'Identity Process Theory'	Breakwell- 'Identity Process Theory'		
 analyse the validity, reliability, and ethics of	 evaluate the validity, reliability, and ethics of		
analyses of human selfhood and identity	analyses of human selfhood and identity		
presented in the public domain, for	presented in the public domain, for		
example, media representations, pop	example, media representations, pop		
psychology; self-help literature; Myer-Briggs-	psychology; self-help literature; Myer-Briggs-		
'Type Indicators'; Enneagram of Personality;	Type Indicators; Enneagram of Personality;		
'Which character are you?' Online quizzes	'Which character are you?' Online quizzes		
Contexts			
 analyse the quality of data and conclusions	 evaluates the quality of data and conclusions		
produced by assumptions and research	produced by assumptions and research		
methods pertaining to different movements	methods pertaining to different movements		
in Psychology, for example, biological,	in Psychology, for example, biological,		
cognitive, socio-cultural, psychoanalytical,	cognitive, socio-cultural, psychoanalytical,		
humanistic, perspectives or schools of	humanistic, perspectives or schools of		
thoughts	thoughts		
 analyse the impact of historical, social,	 evaluate the impact of historical, social,		
cultural context on the production,	cultural context on the production,		
acceptance and use of psychological	acceptance and use of psychological		
knowledge claims and conclusions, for	knowledge claims and conclusions, for		
example, use of personality tests in	example, use of personality tests in		
recruitment, self-esteem versus	recruitment, self-esteem versus		
performance debate, contextual bias	performance debate, contextual bias		
Inquiry Skills			
 analyse ethical and safe inquiry methods	 evaluate ethical and safe inquiry methods		
available to school students investigating	available to school students investigating		
chosen psychological phenomena and	chosen psychological phenomena and		
consider how psychologists engineer	consider how psychologists engineer		
observations of abstract psychological	observations of abstract psychological		
phenomena in human behaviour, for	phenomena in human behaviour, for		
example, Costa and McCrae- 'Big Five'; Hajo	example, Costa and McCrae- 'Big Five'; Hajo		
Adam and Adam Galinksy and 'Enclothed	Adam and Adam Galinksy and 'Enclothed		
Cognition'	Cognition'		

A Course	T Course
 identify questions for investigation,	 identify questions for investigation,
research, follow ethical principles for	research, follow ethical principles for
methodology, conduct risk assessment if	methodology, conduct risk assessment if
interacting with people in the course of	interacting with people in the course of
conducting primary research, and refine	conducting primary research, and refine
question; propose hypotheses; and predict	question; propose hypotheses; and predict
possible outcomes, for example, simulated	possible outcomes, for example, simulated
methodology using low stakes topics,	methodology using low stakes topics,
replicate studies suitable for minors, study	replicate studies suitable for minors, study
proposal (not carried out), study of	proposal (not carried out), study of
auto/biography as primary or secondary	auto/biography as primary or secondary
source case study, critical analysis of the	source case study, critical analysis of the
consistency and accuracy of a selection of	consistency and accuracy of a selection of
personality tests	personality tests
 analyse processes, claims and conclusions	 evaluate processes, claims and conclusions
of a range of texts about psychology in the	of a range of academic and non-academic
public domain by considering the quality of	texts by considering the quality of available
available evidence; and use reasoning to	evidence; and apply reasoning to construct
construct scientific arguments and	scientific arguments and participate in
participate in debates	debates
 apply critical and creative thinking,	 synthesise critical and creative thinking,
numeracy, and communication skills to	numeracy, and communication skills to
select, construct, and use numerical, visual,	select, construct, and use numerical, visual,
and other conceptual representations to	and other conceptual representations to
communicate understanding, solve	communicate, understanding, solve
problems and make predictions, for	problems and make predictions, for
example, graphs, tables, diagrams,	example, graphs, tables, diagrams,
statistical data, concept maps	statistical data, concept maps
• communicate coherent psychological	 communicate to specific audiences, using
arguments and conclusions in concise prose	scientific literacy skills, including,
using, scientific literacy skills, including,	appropriate language, discipline-specific
appropriate language, discipline-specific	terminology metalanguage, genres, and
terminology, genres, and forms, for	forms, for example, scientific reports,
example, scientific reports, essays, debates,	essays, debates, posters, websites,
conference posters, websites, podcasts	podcasts
 apply an APA standard format in reporting	 apply an APA standard format in reporting
research, using a consistent referencing	research, using a consistent referencing
system to communicate findings,	system to communicate findings,
arguments, and conclusions with academic	arguments, and conclusions with academic
integrity	integrity

A Course	T Course
Reflection	
 reflect on learning from the unit and the	 reflect on learning from the unit and the
impact of the learning on understanding of	impact of the learning on understanding of
self, others, and the world, and relate to	self, others, and the world, and relate to
other contexts	other contexts
 reflect on own thinking and learning, and	 reflect on own thinking and learning, and
evaluate planning, time management, use	evaluate planning, time management, use
of appropriate work strategies to improve	of appropriate work strategies to improve
future outcomes, for example, employing	future outcomes, for example, employing
growth mindset, acknowledging	growth mindset, acknowledging
neuroplasticity, Bain et al 2002- 'The Five	neuroplasticity, Bain et al 2002- 'The Five
Elements of Reflection'	Elements of Reflection'

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Cognition and Emotions

Cognition and Emotions a Cognition and Emotions b

Unit Description

This unit examines traditional and contemporary understandings of the basis of human cognition and emotion in context. Students explore how our perception of, and feelings about, the world shapes our interaction with it. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Specific Unit Goals

This unit should enable students to:

A Course	T Course
 analyse theories and ideas to evaluate	 evaluate theories and ideas to evaluate
traditional and contemporary	traditional and contemporary
understandings of human cognition and	understandings of human cognition and
emotion in context	emotion in context
 analyse models of and implications for	 evaluate models of and implications for
individual behaviour and mental processes	individual behaviour and mental processes
related to cognition and emotions	related to cognition and emotions
 analyse assumptions, applications, ethics,	 evaluate assumptions, applications, ethics,
and limitations of psychological research on	and limitations of psychological research on
cognition and emotions	cognition and emotions
 analyse data, psychological models, theories,	 synthesise data, psychological models,
and concepts to communicate conclusions	theories, and concepts to communicate
on and applications of cognition and	conclusions on and applications of cognition
emotion	and emotion

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course
Concepts, Models and Theories	
 analyse traditional and contemporary understandings of cognition and emotions in context, for example, Jean Piaget- 'Stages of Cognitive Development'; Edward Tolman on learning; Vygotsky 'Zone of Proximal Development'; Sarah-Jayne Blackmore on Executive Function and Social Cognition; Emotions- James-Lange Theory; Schachter- Singer Theory; Adolphus and Anderson- 'Neuroscience of Emotions'; Cognitive Load Theory; Pavlov and Classical Conditioning 	 evaluate traditional and contemporary understandings of cognition and emotions in context, for example, Jean Piaget- 'Stages of Cognitive Development'; Edward Tolman on learning; Vygotsky 'Zone of Proximal Development'; Sarah-Jayne Blackmore on Executive Function and Social Cognition; Emotions- James-Lange Theory; Schachter- Singer Theory; Adolphus and Anderson- 'Neuroscience of Emotions'; Cognitive Load Theory; Pavlov and Classical Conditioning

Value: 1.0

Value 0.5 Value 0.5

A Course	T Course
 analyse data and models that represent	 evaluate data and models that represent
individual human behaviour, thoughts and	individual human behaviour, thoughts and
feelings as an outcome of cognition and	feelings as an outcome of cognition and
emotions, for example, Judith Kearins-	emotions, for example, Judith Kearins-
'Indigenous Visual Spatial Memory'; Loftus-	'Indigenous Visual Spatial Memory'; Loftus-
'Eyewitness False Memory'; Miller's Magical	'Eyewitness False Memory'; Miller's Magical
Number; Kohlberg on Moral Development;	Number; Kohlberg on Moral Development;
Craik and Tulving on Level of Processing;	Craik and Tulving on Level of Processing;
fMRI Studies on Neuroscience; Ebbinghaus-	fMRI Studies on Neuroscience; Ebbinghaus-
'Forgetting Curve'; Bartlett, 1932,	'Forgetting Curve'; Bartlett, 1932,
'Reconstruction of Memory';	'Reconstruction of Memory';
Neuroplasticity- Human Echolocation and	Neuroplasticity- Human Echolocation and
Blindness; Phineas Gage Case Study; Firth et	Blindness; Phineas Gage Case Study; Firth et
al 'The Online Brain: The Effect of Digital	al 'The Online Brain: The Effect of Digital
Technology on Cognitive Functions'	Technology on Cognitive Functions'
 analyse the validity, reliability, and ethics of	 evaluate the validity, reliability, and ethics of
analyses of human cognition and emotion	analyses of human cognition and emotion
presented in the public domain, for	presented in the public domain, for
example, Kolb- 'Learning Styles' and Hal	example, Kolb- 'Learning Styles' and Hal
Pashler et al, 2017, 'Debunking Learning	Pashler et al, 2017, 'Debunking Learning
Styles'; Mindfulness Apps; Dream Analysis;	Styles'; Mindfulness Apps; Dream Analysis;
Hypnotherapy; hallucinations; Gender and	Hypnotherapy; hallucinations; Gender and
Multi-tasking theories	Multi-tasking theories
Contexts	
 analyse the quality of data and conclusions	 evaluate the quality of data and conclusions
produced by assumptions and research	produced by assumptions and research
methods pertaining to different movements	methods pertaining to different movements
in Psychology, for example, biological,	in Psychology, for example, biological,
cognitive, socio-cultural, psychoanalytical,	cognitive, socio-cultural, psychoanalytical,
humanistic, perspectives or schools of	humanistic, perspectives or schools of
thoughts	thoughts
 analyse the impact of historical, social,	 evaluate the impact of historical, social,
cultural context on the production,	cultural context on the production,
acceptance and use of psychological	acceptance and use of psychological
knowledge claims and conclusions, for	knowledge claims and conclusions, for
example, Emotional Intelligence/ EQ and	example, Emotional Intelligence/ EQ and
Social Emotional Learning in workplaces;	Social Emotional Learning in workplaces;
Fixed versus Growth Mindset; Racial and	Fixed versus Growth Mindset; Racial and
Gender Intelligence theories; Information	Gender Intelligence theories; Information
Processing Theory and Computer Context	Processing Theory and Computer Context

A Course	T Course
Inquiry Skills	
 analyse ethical and safe inquiry methods	 evaluate ethical and safe inquiry methods
available to school students investigating	available to school students investigating
chosen psychological phenomena and	chosen psychological phenomena and
consider how psychologists engineer	consider how psychologists engineer
observations of abstract psychological	observations of abstract psychological
phenomena in human behaviour, for	phenomena in human behaviour, for
example, Stroop Effect, Laundry Study,	example, Stroop Effect, Laundry Study,
Ekman Studies	Ekman Studies
 identify questions for investigation, research, follow ethical principles for methodology, conduct risk assessment if interacting with people in the course of conducting primary research, and refine question; propose hypotheses; and predict possible outcomes, for example, simulated methodology using low stakes topics, replicate studies suitable for, for example, Oppenheimer-' Handwriting versus Typing'; Kleinke Facial Expression and Mood; Sleep and cognition studies; Williams and Barge, 2008, 'Does holding a Warm Cup of Coffee Increase Mood?', Serial Position Effect; Mozart Effect 	 identify questions for investigation, research, follow ethical principles for methodology, conduct risk assessment if interacting with people in the course of conducting primary research, and refine question; propose hypotheses; and predict possible outcomes, for example, simulated methodology using low stakes topics, replicate studies suitable for, for example, and Oppenheimer- Handwriting versus Typing, Kleinke Facial Expression and Mood, Sleep Study, Williams and Barge 2008 Does holding a Warm Cup of Coffee Increase Mood?, Serial Position Effect, Mozart Effect
 analyse processes, claims and conclusions of	 evaluate processes, claims and conclusions
a range of texts about psychology in the	of a range of academic and non-academic
public domain by considering the quality of	texts by considering the quality of available
available evidence; and use reasoning to	evidence; and apply reasoning to construct
construct scientific arguments and	scientific arguments and participate in
participate in debates	debates
• apply critical and creative thinking,	 synthesise critical and creative thinking,
numeracy, and communication skills to	numeracy, and communication skills to
select, construct, and use numerical, visual,	select, construct, and use numerical, visual,
and other conceptual representations to	and other conceptual representations to
communicate understanding, solve	communicate, understanding, solve
problems and make predictions, for	problems and make predictions, for
example, graphs, tables, diagrams, statistical	example, graphs, tables, diagrams, statistical
data, concept maps	data, concept maps
 communicate to specific audiences, using	 communicate to specific audiences, using
scientific literacy skills, including,	scientific literacy skills, including,
appropriate language, discipline-specific	appropriate language, discipline-specific
terminology, metalanguage, genres, and	terminology, metalanguage, genres, and
forms, for example, scientific reports,	forms, for example, scientific reports,
essays, debates, posters, websites, podcasts	essays, debates, posters, websites, podcasts
• apply an APA standard format in reporting research, using a consistent referencing system to communicate findings, arguments, and conclusions with academic integrity	 apply an APA standard format in reporting research, using a consistent referencing system to communicate findings, arguments, and conclusions with academic integrity

A Course	T Course
Reflection	
 reflect on learning from the unit and the	 reflect on learning from the unit and the
impact of the learning on understanding of	impact of the learning on understanding of
self, others, and the world, and relate to	self, others, and the world, and relate to
other contexts	other contexts
 reflect on own thinking and learning, and	 reflect on own thinking and learning, and
evaluate planning, time management, use of	evaluates planning, time management, use
appropriate work strategies to improve	of appropriate work strategies to improve
future outcomes, for example, extrinsic and	future outcomes, for example, extrinsic and
intrinsic motivation, enclothed cognition,	intrinsic motivation, enclothed cognition,
science of learning, Mozart effect, memory	science of learning, Mozart effect, memory
strategies	strategies

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Normality and Abnormality

Normality and Abnormality a Normality and Abnormality b

Unit Description

This unit examines traditional and contemporary understandings of the continuum of normality and abnormality, and the social construction of healthy and unhealthy thoughts, feelings, and behaviour. Students explore biological, psychological, and social, and contextual aspects of normality and abnormality, how they are determined, and how that has changed over time. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Specific Unit Goals

This unit should enable students to:

A Course	T Course
 analyse theories and ideas to evaluate	 evaluate theories and ideas to evaluate
traditional and contemporary	traditional and contemporary
understandings of the continuum of	understandings of the continuum of
normality and abnormality in context	normality and abnormality in context
 analyse models of and implications for	 evaluate models of and implications for
individual behaviour and mental processes	individual behaviour and mental processes
related to normalcy and abnormality	related to normalcy and abnormality
 analyse assumptions, applications, and	 evaluate assumptions, applications, and
limitations of psychological research on	limitations of psychological research on
normalcy and abnormality	normalcy and abnormality
 analyse data, psychological models, theories,	 synthesise data, psychological models,
and concepts to communicate conclusions	theories, and concepts to communicate
on and applications of normality and	conclusions on and applications of normality
abnormality	and abnormality

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course
Concepts, Models and Theories	
 analyse traditional and contemporary understandings of normalcy and abnormality in context, for example, Galen- 'Theory of Humours'; Hippocrates; Freud- 'Psychoanalytic/ Psychodynamic Theory'; Rotter, 1966, 'Locus of Control'; Prochaska and Di Clemente, Stages of Change Theory/Transtheoretical Model'; Meehl Bleuler and Rosenthal, 'Diathesis-Stress Model'; DSM-5; ICD-11; Thomas Szasz, 'The Myth of Mental Illness' 	 evaluate traditional and contemporary understandings of normalcy and abnormality in context, for example, Galen- 'Theory of Humours'; Hippocrates; Freud- 'Psychoanalytic/ Psychodynamic Theory'; Rotter, 1966, 'Locus of Control'; Prochaska and Di Clemente, Stages of Change Theory/Transtheoretical Model'; Meehl Bleuler and Rosenthal, 'Diathesis-Stress Model'; DSM-5; ICD-11; Thomas Szasz, 'The Myth of Mental Illness'

Value: 1.0

Value 0.5 Value 0.5

A Course	T Course
 analyse data and models that underpin	 evaluate data and models that underpin
applications of psychological ideas to	applications of psychological ideas to
normality and abnormality, for example,	normality and abnormality, for example,
Minnesota Multiphasic Personality	Minnesota Multiphasic Personality
Inventory; Six Approaches to Normality;	Inventory; Six Approaches to Normality;
Four Dimensions of Abnormality Model	Four Dimensions of Abnormality Model
(4Ds); Medical Humanist Model; Methods	(4Ds); Medical Humanist Model; Methods
Based Psychiatry Model; Biological,	Based Psychiatry Model; Biological,
Psychological, Socio-cultural,	Psychological, Socio-cultural,
Biopsychosocial Models; Rosenhans, 'On	Biopsychosocial Models; Rosenhans, 'On
Being Sane in Insane Places 1973', Rosenthal	Being Sane in Insane Places 1973', Rosenthal
and Rosenthal, 'Pygmalion Effect'	and Rosenthal, 'Pygmalion Effect'
 analyse the validity, reliability and ethics of	 evaluate the validity, reliability and ethics of
representations of applications of	representations of applications of
psychological practice found in the public	psychological practice found in the public
domain, for example, serial killers/	domain, for example, serial killers/
Psychopaths; R U OK Day?; Mental Health	Psychopaths; R U OK Day?; Mental Health
First Aid; Beyond Blue; Men's Shed; PTSD;	First Aid; Beyond Blue; Men's Shed; PTSD;
Stigmatisation; Trauma	Stigmatisation; Trauma
Contexts	
 analyse the quality of data produced by	 evaluate the quality of data produced by
assumptions and research methods	assumptions and research methods
pertaining to different movements in	pertaining to different movements in
Psychology, for example, biological,	Psychology, for example, biological,
cognitive, socio-cultural, psychoanalytical,	cognitive, socio-cultural, psychoanalytical,
humanistic, perspectives or schools of	humanistic, perspectives or schools of
thoughts	thoughts
 analyse the impact of historical, social,	 evaluate the impact of historical, social,
cultural context on the production,	cultural context on the production,
reception and use of psychological	reception and use of psychological
knowledge claims and conclusions, for	knowledge claims and conclusions, for
examples, addiction, ADHD diagnosis rates;	examples, addiction, ADHD diagnosis rates;
Diagnosis Rates and Public awareness;	Diagnosis Rates and Public awareness;
Electro Convulsive Therapy; Lobotomies;	Electro Convulsive Therapy; Lobotomies;
Forced Sterilisation; Gay Conversion	Forced Sterilisation; Gay Conversion
Therapy; Hysteria and Gender	Therapy; Hysteria and Gender
Inquiry Skills	
 analyse ethical and safe inquiry methods	 evaluate ethical and safe inquiry methods
available to school students investigating	available to school students investigating
chosen psychological phenomena and	chosen psychological phenomena and
consider how psychologists engineer	consider how psychologists engineer
observations of abstract psychological	observations of abstract psychological
phenomena in human behaviour, for	phenomena in human behaviour, for
example, study proposal (not carried out),	example, study proposal (not carried out),
Biopic Film Study, autobiography analysis,	Biopic Film Study, autobiography analysis,
literature review	literature review

A Course	T Course
 identify questions for investigation,	 identify questions for investigation,
research, follow ethical principles for	research, follow ethical principles for
methodology, conduct risk assessment if	methodology, conduct risk assessment if
interacting with people in the course of	interacting with people in the course of
conducting primary research, and refine	conducting primary research, and refine
question; propose hypotheses; and predict	question; propose hypotheses; and predict
possible outcomes, for example, simulated	possible outcomes, for example, simulated
methodology using low stakes topics,	methodology using low stakes topics,
replicate studies suitable for minors,	replicate studies suitable for minors,
empathetic response to case study,	empathetic response to case study,
prevalence study with received statistics,	prevalence study with received statistics,
low stakes topic statistical normality study	low stakes topic statistical normality study
 analyse processes, claims and conclusions of	 evaluate processes, claims and conclusions
a range of texts about psychology in the	of a range of academic and non-academic
public domain by considering the quality of	texts by considering the quality of available
available evidence; and use reasoning to	evidence; and apply reasoning to construct
construct scientific arguments and	scientific arguments and participate in
participate in debates	debates
 apply critical and creative thinking,	 synthesise critical and creative thinking,
numeracy, and communication skills to	numeracy, and communication skills to
select, construct, and use numerical, visual,	select, construct, and use numerical, visual,
and other conceptual representations to	and other conceptual representations to
communicate understanding, solve	communicate, understanding, solve
problems and make predictions, for	problems and make predictions, for
example, graphs, tables, diagrams, statistical	example, graphs, tables, diagrams, statistical
data, concept maps	data, concept maps
 communicate to specific audiences, using	 communicate to specific audiences, using
scientific literacy skills, including,	scientific literacy skills, including,
appropriate language, discipline-specific	appropriate language, discipline-specific
terminology, metalanguage, genres, and	terminology, metalanguage, genres, and
forms, for example, scientific reports,	forms, for example, scientific reports,
essays, debates, posters, websites, podcasts	essays, debates, posters, websites, podcasts
 apply an APA standard format in reporting	 apply an APA standard format in reporting
research, using a consistent referencing	research, using a consistent referencing
system to communicate findings, arguments,	system to communicate findings, arguments,
and conclusions with academic integrity	and conclusions with academic integrity
Reflection	
 reflect on learning from the unit and how it	 reflect on learning from the unit and how it
enhanced understanding of self, others, and	enhanced understanding of self, others, and
the world, and relate to other contexts	the world, and relate to other contexts
• reflect on own thinking and learning, and	 reflect on own thinking and learning, and
evaluate planning, time management, use of	evaluate planning, time management, use of
appropriate work strategies to improve	appropriate work strategies to improve
future outcomes, for example, mean and	future outcomes, for example, mean and
standard deviation in learning and results,	standard deviation in learning and results,
bell curve, stress management	bell curve, stress management

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Groups and Society

Groups and Society a Groups and Society b

Unit Description

This unit examines traditional and contemporary understandings of the implications of identity and membership within groups and society for thoughts, emotions, and behaviour. They explore how and why humans think, feel and act in group and social settings using a range of approaches. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Specific Unit Goals

This unit should enable students to:

A Course	T Course
 analyse theories and ideas to evaluate	 evaluate theories and ideas to evaluate
traditional and contemporary	traditional and contemporary
understandings of groups and societies	understandings of groups and societies
 analyse models of and implications for	 evaluate models of and implications for
individual thoughts, emotions, and	individual thoughts, emotions, and
behaviour of membership of groups and	behaviour of membership of groups and
society	society
 analyse assumptions, applications, and	 evaluate assumptions, applications, and
limitations of psychological research on	limitations of psychological research on
groups and societies	groups and societies
 analyse data, psychological models, theories, and concepts to communicate conclusions on and applications of groups and society 	 synthesise data, psychological models, theories, and concepts to communicate conclusions on and applications of groups and society

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course
Concepts, Models and Theories	
 analyse traditional and contemporary understandings of the psychology of groups and societies, for example, Aristotle, 'Individual Centred Approach'; Lazarus and Steinthal, 'Volkerpsychologie'; Zimbardo, 'Stanford Prison Experiment', Milgram, 'Obedience Study'; Asch, 'Conformity Studies'; Reicher and Haslam, 'The BBC Prison Study'; Kitty Genovese Case Study 	 evaluate traditional and contemporary understandings of the psychology of groups and societies, for example, Aristotle, 'Individual Centred Approach'; Lazarus and Steinthal, 'Volkerpsychologie'; Zimbardo, 'Stanford Prison Experiment', Milgram, 'Obedience Study'; Asch, 'Conformity Studies'; Reicher and Haslam, 'The BBC Prison Study'; Kitty Genovese Case Study

Value: 1.0

Value 0.5 Value 0.5

A Course	T Course
 analyse data and models that represent	 evaluate data and models that represent
human behaviour, thoughts, and feelings as	human behaviour, thoughts, and feelings as
an outcome of groups and societies, for	an outcome of groups and societies, for
example, Hegel on the Social mind; Weiner,	example, Hegel on the Social mind; Weiner,
'Attribution Theory'; Latane and Darley,	'Attribution Theory'; Latane and Darley,
'Bystander Effect'; Rene Girard, 'Scapegoat	'Bystander Effect'; Rene Girard, 'Scapegoat
Theory'; Allport, 'Stereotyping'; Tajfel,	Theory'; Allport, 'Stereotyping'; Tajfel,
'Ingroup/Outgroup'; Turner, 'Self	'Ingroup/Outgroup'; Turner, 'Self
Categorisation'	Categorisation'
 analyse the validity, reliability and ethics of	 evaluate the validity, reliability and ethics of
analyses of human groups and society	analyses of human groups and society
presented in the public domain, for	presented in the public domain, for
example, bullying, discrimination, prejudice,	example, bullying, discrimination, prejudice,
cults, team-building exercises, Jane Elliot,	cults, team-building exercises, Jane Elliot,
'Blue Eyes/Brown Eyes'; Leadership theory;	'Blue Eyes/Brown Eyes'; Leadership theory;
decision making; advertising; branding and	decision making; advertising; branding and
marketing	marketing
Contexts	
 analyse the quality of data produced by	 evaluates the quality of data produced by
assumptions and research methods	assumptions and research methods
pertaining to different movements in	pertaining to different movements in
Psychology, for example, biological,	Psychology, for example, biological,
cognitive, socio-cultural, psychoanalytical,	cognitive, socio-cultural, psychoanalytical,
humanistic, perspectives or schools of	humanistic, perspectives or schools of
thoughts	thoughts
 analyse the impact of historical, social,	 evaluate the impact of historical, social,
cultural context on the production and	cultural context on the production and
reception and use of psychological	reception and use of psychological
knowledge claims and conclusions, for	knowledge claims and conclusions, for
example, race theory, gender theory, ethical	example, race theory, gender theory, ethical
changes in social psychological research,	changes in social psychological research,
western-centric research	western-centric research

Inquiry Skills

- analyse ethical and safe inquiry methods available to school students investigating chosen psychological phenomena and consider how psychologists engineer observations of abstract psychological phenomena in human behaviour, for example, Tajfel, 'Cooperative and Social Learning', Triplett, 1898, 'Study of Social Facilitation', Woods-Giscombe, 2010, 'Superwoman Self-Schema'; media analyses
- identify questions for investigation, • research, follow ethical principles for methodology, conduct risk assessment if interacting with people in the course of conducting primary research, and refine question; propose hypotheses; and predict possible outcomes, for example, simulated methodology using low stakes topics, replicate studies suitable for minors, discourse/content analysis, for example, Sapolsky, 1990, 'Social Status and Stress in Olive Baboons', i.e., observational study of social behaviour in animals; Dog or Cat Breeds and Stereotyping; Debunking **Stereotypes Statistically**
- analyse processes, claims and conclusions of a range of texts about psychology in the public domain by considering the quality of available evidence; and use reasoning to construct scientific arguments and participate in debates
- apply critical and creative thinking, numeracy, and communication skills to select, construct, and use numerical, visual, and other conceptual representations to communicate understanding, solve problems and make predictions, for example, graphs, tables, diagrams, statistical data, concept maps
- communicate to specific audiences, using scientific literacy skills, including, appropriate language, discipline-specific terminology, metalanguage, genres, and forms, for example, scientific reports, essays, debates, posters, websites, podcasts
- apply an APA standard format in reporting research, using a consistent referencing system to communicate findings, arguments, and conclusions with academic integrity

- evaluate ethical and safe inquiry methods available to school students investigating chosen psychological phenomena and consider how psychologists engineer observations of abstract psychological phenomena in human behaviour, for example, Tajfel, 'Cooperative and Social Learning', Triplett, 1898, 'Study of Social Facilitation', Woods-Giscombe, 2010, 'Superwoman Self-Schema'; media analyses
- identify questions for investigation, research, follow ethical principles for methodology, conduct risk assessment if interacting with people in the course of conducting primary research, and refine question; propose hypotheses; and predict possible outcomes, for example, simulated methodology using low stakes topics, replicate studies suitable for minors, discourse/content analysis, for example, Sapolsky, 1990, 'Social Status and Stress in Olive Baboons', i.e., observational study of social behaviour in animals; Dog or Cat Breeds and Stereotyping; Debunking Stereotypes Statistically
- evaluate processes, claims and conclusions of a range of academic and non-academic texts by considering the quality of available evidence; and apply reasoning to construct scientific arguments and participate in debates
- synthesise critical and creative thinking, numeracy, and communication skills to select, construct, and use numerical, visual, and other conceptual representations to communicate, understanding, solve problems and make predictions, for example, graphs, tables, diagrams, statistical data, concept maps
- communicate to specific audiences, using scientific literacy skills, including, appropriate language, discipline-specific terminology, metalanguage, genres, and forms, for example, scientific reports, essays, debates, posters, websites, podcasts
- apply an APA standard format in reporting research, using a consistent referencing system to communicate findings, arguments, and conclusions with academic integrity

A Course	T Course
Reflection	
 reflect on learning from the unit and how it	 reflect on learning from the unit and how it
enhanced understanding of self, others, and	enhanced understanding of self, others, and
the world, and relate to other contexts	the world, and relate to other contexts
 reflect on own thinking and learning, and	 reflect on own thinking and learning, and
evaluate planning, time management, use of	evaluate planning, time management, use of
appropriate work strategies to improve	appropriate work strategies to improve
future outcomes, for example, social	future outcomes, for example, social
facilitation, competition versus altruistic	facilitation, competition versus altruistic
learning, social loafing, deindividuation,	learning, social loafing, deindividuation,
mentoring	mentoring

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Independent Study

Independent Study a Independent Study b

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Specific Unit Goals

This unit should enable students to:

A Course	T Course
 analyse theories and ideas in the chosen	 evaluate theories and ideas in the chosen
area of study, including traditional and	area of study, including traditional and
contemporary understandings	contemporary understandings
 analyse models of and implications of	 evaluate models of and implications of
behaviour, emotions and mental processes	behaviour, emotions and mental processes
related to the chosen area of study	related to the chosen area of study
 assess assumptions, applications, and	 evaluate assumptions, applications, and
limitations of psychological research in the	limitations of psychological research in the
chosen area of study	chosen area of study
 apply data, psychological models, theories, and concepts to communicate conclusions about the chosen area of study 	 synthesise data, psychological models, theories, and concepts to communicate conclusions on and applications of the chosen area of study

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course
Concepts, Models and Theories	
 analyse traditional and contemporary	 evaluate traditional and contemporary
understandings of the chosen area of study	understandings of the chosen area of study
 assess data and models that represent	 evaluate data and models that represent
human behaviour, thoughts and feelings as	human behaviour, thoughts and feelings as
an outcome related to the chosen area of	an outcome related to the chosen area of
study	study

Value: 1.0

Value 0.5 Value 0.5

A Course	T Course
 assess the validity and reliability of analyses	 evaluate the validity and reliability of
related to the chosen area of study	analyses related to the chosen area of study
presented in the public domain	presented in the public domain
Contexts	
 analyse the quality of data produced by	 evaluates the quality of data produced by
assumptions and research methods	assumptions and research methods
pertaining to different movements in	pertaining to different movements in
Psychology	Psychology
 analyse the impact of historical, social,	 evaluate the impact of historical, social,
cultural context on the production,	cultural context on the production,
reception and use of psychological	reception and use of psychological
knowledge claims and conclusions	knowledge claims and conclusions
Inquiry Skills	
 analyse ethical and safe inquiry methods	 evaluate ethical and safe inquiry methods
available to school students investigating	available to school students investigating
chosen psychological phenomena and	chosen psychological phenomena and
consider how psychologists engineer	consider how psychologists engineer
observations of abstract psychological	observations of abstract psychological
phenomena in human behaviour	phenomena in human behaviour
 identify questions for investigation,	 identify questions for investigation,
research, follow ethical principles for	research, follow ethical principles for
methodology, conduct risk assessment if	methodology, conduct risk assessment if
interacting with people in the course of	interacting with people in the course of
conducting primary research, and refine	conducting primary research, and refine
question; propose hypotheses; and predict	question; propose hypotheses; and predict
possible outcomes, for example, simulated	possible outcomes, for example, simulated
methodology using low stakes topics,	methodology using low stakes topics,
replicate studies suitable for minors,	replicate studies suitable for minors,
discourse/content analysis	discourse/content analysis
 analyse processes, claims and conclusions of	 evaluate processes, claims and conclusions
a range of texts about psychology in the	of a range of academic and non-academic
public domain by considering the quality of	texts by considering the quality of available
available evidence; and use reasoning to	evidence; and apply reasoning to construct
construct scientific arguments and	scientific arguments and participate in
participate in debates	debates
 apply critical and creative thinking,	 synthesise critical and creative thinking,
numeracy, and communication skills to	numeracy, and communication skills to
select, construct, and use numerical, visual,	select, construct, and use numerical, visual,
and other conceptual representations to	and other conceptual representations to
communicate understanding, solve	communicate, understanding, solve
problems and make predictions, for	problems and make predictions, for
example, graphs, tables, diagrams, statistical	example, graphs, tables, diagrams, statistical
data, concept maps	data, concept maps
 communicate to specific audiences, using	 communicate to specific audiences, using
scientific literacy skills, including,	scientific literacy skills, including,
appropriate language, discipline-specific	appropriate language, discipline-specific
terminology, metalanguage, genres, and	terminology, metalanguage, genres, and
forms, for example, scientific reports,	forms, for example, scientific reports,
essays, debates, posters, websites, podcasts	essays, debates, posters, websites, podcasts

A Course	T Course	
 apply an APA standard format in reporting	 apply an APA standard format in reporting	
research, using a consistent referencing	research, using a consistent referencing	
system to communicate findings, arguments,	system to communicate findings, arguments,	
and conclusions with academic integrity	and conclusions with academic integrity	
Reflection		
 reflect on learning from the unit and how it	 reflect on learning from the unit and how it	
enhanced understanding of self, others, and	enhanced understanding of self, others, and	
the world, and relate to other contexts	the world, and relate to other contexts	
 reflect on own thinking and learning, and	 reflect on own thinking and learning, and	
evaluate planning, time management, use of	evaluate planning, time management, use of	
appropriate work strategies to improve	appropriate work strategies to improve	
future outcomes	future outcomes	

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor or major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

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 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 Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

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 Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- 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 the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Professor Michael Platow	ANU
Geoff Taylor	Narrabundah College
Julie Schofield	Trinity Christian School
Dr Prathiba Nagabhushan	St Mary MacKillop College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse,	justify	arguments, points of view, phenomena, choices
synthesise, and	hypothesise	statement/theory that can be tested by data
evaluate	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise,	sequence	text, data, relationships, arguments, patterns
sequence, and	visualise	trends, futures, patterns, cause, and effect
explain	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify,	reproduce	information, data, words, images, graphics
summarise and plan	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Definition Verbs Analyse Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences Apply Use, utilise or employ in a particular situation Argue Give reasons for or against something Assess Make a Judgement about the value of Classify Arrange into named categories in order to sort, group or identify Compare Estimate, measure or note how things are similar or dissimilar Compose The activity that occurs when students produce written, spoken, or visual texts Contrast Compare in such a way as to emphasise differences Create Bring into existence, to originate Critically analyse Analysis that engages with criticism and existing debate on the issue Demonstrate Give a practical exhibition an explanation Describe Give an account of characteristics or features Talk or write about a topic, taking into account different issues or ideas Discuss Examine and judge the merit or significance of something Evaluate Examine Determine the nature or condition of Explain Provide additional information that demonstrates understanding of reasoning and /or application Extrapolate Infer from what is known Hypothesise Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved Identify Recognise and name Interpret Draw meaning from Investigate Planning, inquiry into and drawing conclusions about Show how argument or conclusion is right or reasonable Justify Manipulate Adapt or change Plan Strategize, develop a series of steps, processes Predict Suggest what might happen in the future or as a consequence of something Reflect The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience Relate Tell or report about happenings, events, or circumstances Represent Use words, images, symbols, or signs to convey meaning Reproduce Copy or make close imitation Respond React to a person or text Select Choose in preference to another or others Sequence Arrange in order Summarise Give a brief statement of the main points Synthesise Combine elements (information/ideas/components) into a coherent whole Test Examine qualities or abilities Translate Express in another language or form, or in simpler terms Visualise The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix D – Glossary of Verbs

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A lens is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to <u>bssscertification@ed.act.edu.au</u>. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	Psychology
Classification/s:	АТ
Accredited from:	2022
Framework:	Science