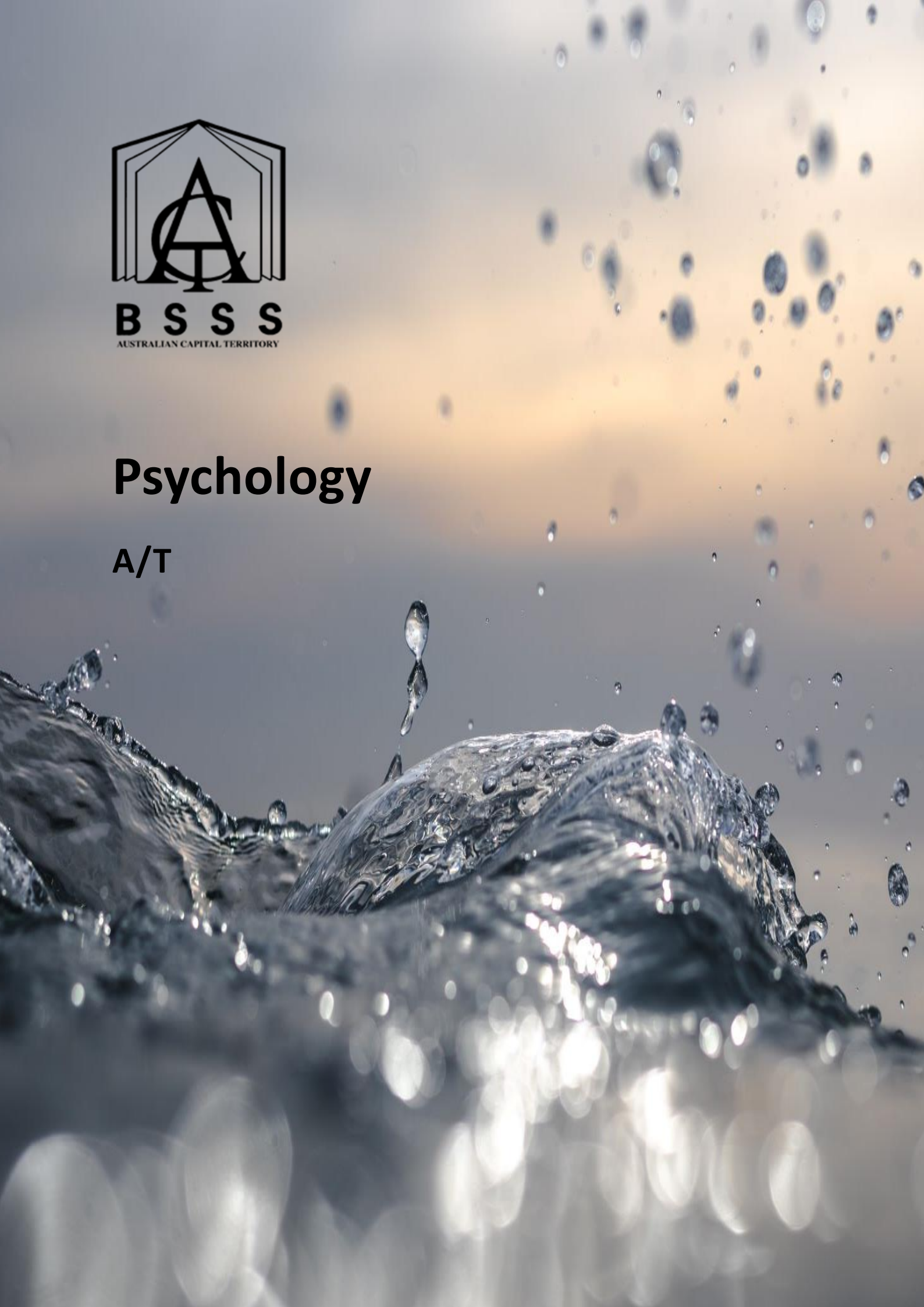
BSSS
AUSTRALIAN CAPITAL TERRITORY

Psychology

A/T



Front Cover Art provided by Canberra College student Aidan Giddings

Table of Contents

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:

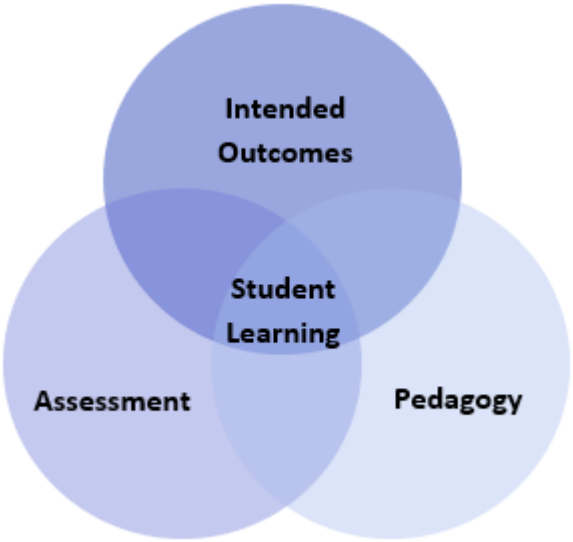
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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 www.australiancurriculum.edu.au.

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 combines personal, interpersonal, and social knowledge and skills. It involves students learning 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*
Concepts, Models & 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 • analyses the nature, functions, limitations and applications of theories and models using evidence, in unfamiliar contexts • assesses evidence with reference to models and/or theories, and develops evidence-based conclusions and assesses limitations	• 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 • explains the nature, functions, limitations and applications of theories and models using evidence, in familiar contexts • explains evidence with reference to models and/or theories, and develops evidence-based conclusions and explains limitations	• 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 • describes the nature, functions, limitations and applications of theories and models with supporting evidence • describes evidence with reference to models and/or theories, and develops evidence-based conclusions and describes limitations	• 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 nature, functions, applications, and some possible limitations of theories and models, with some evidence • identifies evidence, and develops conclusions with some reference to models and/or theories	• identifies the fundamental properties and functions with little or no identification of system components, processes, interactions and contextual scales • identifies the nature, function of theories and models, with an assertion of a few possible limitations • 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
Inquiry Skills	• 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 • analyses causal and correlational relationships, anomalies, reliability and validity of data and representations, and analyses errors • assesses processes and claims, provides a critique based on evidence, and discusses alternatives • reflects with insight on their own thinking and learning and evaluates planning, time management and 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	• designs, conducts and improves safe, ethical inquiries individually and collaboratively, that collect valid data in response to a complex question • explains causal and correlational relationships, anomalies, reliability and validity of data and representations, and explains errors • explains processes and claims, provides a critique with reference to evidence, and identifies alternatives • reflects on their own thinking and analyses planning, time management, use of appropriate strategies to work independently and collaboratively • 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	• plans and conducts safe, ethical inquiries individually and collaboratively, that collect valid data in response to a question • describes relationships in data sets, reliability and validity of data and representations, and describes common errors • describes processes and claims, and identifies alternatives with some reference to evidence • reflects on their own thinking and explains planning, time management, use of appropriate strategies to work independently and collaboratively • communicates accurately demonstrating scientific literacy, in a range of modes, styles, representations, and genres for specific purposes, with appropriate evidence and mostly consistent referencing	• follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data in response to a question with varying success • identifies trends and anomalies in data and representations, with general comments about errors • identifies processes and claims, and identifies the need for improvements with some reference to evidence • reflects on their own thinking with some reference to planning, time management, use of appropriate strategies to work independently and collaboratively • communicates demonstrating some scientific literacy, in a range of modes, representations, and genres with some evidence and inconsistent referencing	• follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data with little or no connection to a question • identifies trends in data and representations, with little or no reference to anomalies and errors • identifies processes and the need for some improvements, with little or no reference to evidence • reflects on their own thinking with little or no reference to planning, time management, use of appropriate strategies to work independently and collaboratively • 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** 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*
Concepts, Models & Applications	• evaluates the fundamental properties and functions of system components, processes and interactions, and the effects of factors across a range of scales	• analyses the fundamental properties and functions of system components, processes and interactions, and the effects of factors across a range of scales	• explains the fundamental properties and functions of system components, processes and interactions and the effects of factors across a range of scales	• 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	• identifies the fundamental properties and functions of system and identifies 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 nature, functions, limitations and applications of theories and models using evidence, in familiar 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
	• 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
Contexts	• 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
	• 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
Inquiry Skills	• 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	• explains 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
	• 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
	• 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 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*
Concepts, Models & 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, limitations and applications of theories and models using evidence, in unfamiliar contexts • assesses evidence with reference to models and/or theories, and develops evidence-based conclusions and evaluates limitations	• 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 • explains evidence with reference to models and/or theories, and develops evidence-based conclusions and discusses limitations	• 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, limitations and applications of theories and models using evidence, in familiar contexts • describes evidence with reference to models and/or theories, and develops evidence-based conclusions and identifies limitations	• describes the fundamental properties and functions of system components, processes and interactions, and the effects of one or more factors • describes the nature, functions, limitations and applications of theories and models with supporting evidence • describes evidence, and develops conclusions with some reference to models and/or theories	• identifies the fundamental properties and functions of system components, processes and interactions, and the effects of factors • identifies the nature, functions, applications, and some limitations of theories and models with some evidence • identifies evidence, and asserts conclusions with little or no reference to models and/or theories
Contexts	• analyses epistemology, role of peer review, collaboration and technology in developing knowledge • analyses the influence of social, economic, ethical and cultural factors on Science	• explains epistemology, role of peer review and technology in developing knowledge • explains the influence of social, economic, ethical and cultural factors on Science	• describes epistemology, role of peer review and technology in developing knowledge • describes the influence of social, economic, ethical and cultural factors on Science	• describes role of peer review and technology in developing knowledge • describes the influence of social, economic, ethical and cultural factors on Science	• identifies that scientific knowledge has changed over time • identifies the influence of social, economic, ethical and cultural factors on Science
Inquiry Skills	• 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 • analyses processes and claims, and provides a critique based on evidence, and analyses alternatives • reflects with insight on own thinking and that of others and, evaluates 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 referencing	• 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 • explains processes and claims, and provides a critique with reference to evidence, and proposes alternatives • reflects on their own thinking and analyses planning, time management, and use of appropriate independent and collaborative work strategies • 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	• plans and conducts safe, ethical inquiries individually and collaboratively, that collect valid data in response to a familiar question • describes causal and correlational relationships, anomalies, reliability and validity of data and representations, and cites common errors • describes processes and claims, and identifies alternatives with reference to reliable evidence • reflects on their own thinking and explains planning, time management, and use of appropriate independent and collaborative work strategies • communicates accurately demonstrating scientific literacy, in a range of modes, styles, representations, and genres for specific purposes, with appropriate evidence and mostly consistent referencing	• 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 • describes processes and claims, and identifies the need for improvements with some reference to evidence • reflects on their own thinking, with reference to planning and the use of appropriate independent and collaborative work strategies • communicates demonstrating some scientific literacy, in a range of modes, representations, and genres with some evidence and inconsistent referencing	• 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 • identifies processes and the need for some improvements, with little or no reference to evidence • reflects on their own thinking with little or no reference to planning, time management, and use of appropriate independent and collaborative work strategies • 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 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*
Concepts, Models & Applications	• evaluates the properties and functions of system components, processes and interactions, and the interplay and effects of factors across a range of scales	• analyses the properties and functions of system components, processes and interactions, and the interplay and effects of factors across a range of scales	• explains the fundamental properties and functions of system components, processes and interactions, and the effects of factors across a range of scales	• describes the fundamental properties and functions of system components, processes and interactions, and the effects of one or more factors	• identifies the fundamental properties and functions of system components, processes and interactions, and some affective factors
	• evaluates applications, limitations, and predictions of theories and models to explain systems and create solutions, with evidence, in unfamiliar contexts	• analyses applications, limitations, and predictions of theories and models to explain systems and create plausible solutions, with evidence in familiar contexts	• explains applications, limitations, and predictions of theories and models to explain systems and create plausible solutions in familiar contexts	• describes the nature, functions, limitations and applications of theories and models to create solutions to problems with supporting evidence	• identifies the nature, functions, limitations and applications of theories and models, and suggest solutions to problems with supporting evidence
	• 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
Contexts	• 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
	• 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
Inquiry Skills	• 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
	• 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
	• 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
	• 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 — Value: 1.0

Self and Identity a — **Value 0.5**

Self and Identity b — **Value 0.5**

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

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

A Course	T Course
• 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, study proposal (not carried out), study of auto/biography as primary or secondary source case study, critical analysis of the consistency and accuracy of a selection of personality tests	• 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, study proposal (not carried out), study of auto/biography as primary or secondary source case study, critical analysis of the consistency and accuracy of a selection of personality tests
• 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	• 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
• 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	• 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 coherent psychological arguments and conclusions in concise prose using, scientific literacy skills, including, appropriate language, discipline-specific terminology, genres, and forms, for example, scientific reports, essays, debates, conference posters, websites, podcasts	• 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	• 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 impact of the learning on understanding of self, others, and the world, and relate to other contexts • reflect on own thinking and learning, and evaluate planning, time management, use of appropriate work strategies to improve future outcomes, for example, employing growth mindset, acknowledging neuroplasticity, Bain et al 2002- 'The Five Elements of Reflection'	• reflect on learning from the unit and the impact of the learning on understanding of self, others, and the world, and relate to other contexts • reflect on own thinking and learning, and evaluate planning, time management, use of appropriate work strategies to improve future outcomes, for example, employing growth mindset, acknowledging neuroplasticity, Bain et al 2002- 'The Five 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 — Value: 1.0

Cognition and Emotions a — **Value 0.5**

Cognition and Emotions b — **Value 0.5**

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

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

A Course	T Course
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, Stroop Effect, Laundry Study, Ekman Studies	• 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, Stroop Effect, Laundry Study, 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 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	• 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
• 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	• 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	• 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	• 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 impact of the learning on understanding of self, others, and the world, and relate to other contexts • reflect on own thinking and learning, and evaluate planning, time management, use of appropriate work strategies to improve future outcomes, for example, extrinsic and intrinsic motivation, enclothed cognition, science of learning, Mozart effect, memory strategies	• reflect on learning from the unit and the impact of the learning on understanding of self, others, and the world, and relate to other contexts • reflect on own thinking and learning, and evaluates planning, time management, use of appropriate work strategies to improve future outcomes, for example, extrinsic and intrinsic motivation, enclothed cognition, science of learning, Mozart effect, memory 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 — Value: 1.0

Normality and Abnormality a — **Value 0.5**

Normality and Abnormality b — **Value 0.5**

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

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

A Course	T Course
• 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, empathetic response to case study, prevalence study with received statistics, low stakes topic statistical normality study	• 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, empathetic response to case study, prevalence study with received statistics, low stakes topic statistical normality study
• 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	• 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
• 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	• 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	• 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	• apply an APA standard format in reporting research, using a consistent referencing system to communicate findings, arguments, and conclusions with academic integrity
Reflection	
• reflect on learning from the unit and how it enhanced understanding of self, others, and the world, and relate to other contexts	• reflect on learning from the unit and how it enhanced understanding of self, others, and the world, and relate to other contexts
• reflect on own thinking and learning, and evaluate planning, time management, use of appropriate work strategies to improve future outcomes, for example, mean and standard deviation in learning and results, bell curve, stress management	• reflect on own thinking and learning, and evaluate planning, time management, use of appropriate work strategies to improve future outcomes, for example, mean and standard deviation in learning and results, 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 — Value: 1.0

Groups and Society a — **Value 0.5**

Groups and Society b — **Value 0.5**

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

A Course	T Course
• analyse data and models that represent human behaviour, thoughts, and feelings as an outcome of groups and societies, for example, Hegel on the Social mind; Weiner, 'Attribution Theory'; Latane and Darley, 'Bystander Effect'; Rene Girard, 'Scapegoat Theory'; Allport, 'Stereotyping'; Tajfel, 'Ingroup/Outgroup'; Turner, 'Self Categorisation'	• evaluate data and models that represent human behaviour, thoughts, and feelings as an outcome of groups and societies, for example, Hegel on the Social mind; Weiner, 'Attribution Theory'; Latane and Darley, 'Bystander Effect'; Rene Girard, 'Scapegoat Theory'; Allport, 'Stereotyping'; Tajfel, 'Ingroup/Outgroup'; Turner, 'Self Categorisation'
• analyse the validity, reliability and ethics of analyses of human groups and society presented in the public domain, for example, bullying, discrimination, prejudice, cults, team-building exercises, Jane Elliot, 'Blue Eyes/Brown Eyes'; Leadership theory; decision making; advertising; branding and marketing	• evaluate the validity, reliability and ethics of analyses of human groups and society presented in the public domain, for example, bullying, discrimination, prejudice, cults, team-building exercises, Jane Elliot, 'Blue Eyes/Brown Eyes'; Leadership theory; decision making; advertising; branding and marketing
Contexts	
• analyse the quality of data produced by assumptions and research methods pertaining to different movements in Psychology, for example, biological, cognitive, socio-cultural, psychoanalytical, humanistic, perspectives or schools of thoughts	• evaluates the quality of data produced by assumptions and research methods pertaining to different movements in Psychology, for example, biological, cognitive, socio-cultural, psychoanalytical, humanistic, perspectives or schools of thoughts
• analyse the impact of historical, social, cultural context on the production and reception and use of psychological knowledge claims and conclusions, for example, race theory, gender theory, ethical changes in social psychological research, western-centric research	• evaluate the impact of historical, social, cultural context on the production and reception and use of psychological knowledge claims and conclusions, for example, race theory, gender theory, ethical changes in social psychological 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	• 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	• 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	• 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
• 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	• 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	• 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	• 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 enhanced understanding of self, others, and the world, and relate to other contexts • reflect on own thinking and learning, and evaluate planning, time management, use of appropriate work strategies to improve future outcomes, for example, social facilitation, competition versus altruistic learning, social loafing, deindividuation, mentoring	• reflect on learning from the unit and how it enhanced understanding of self, others, and the world, and relate to other contexts • reflect on own thinking and learning, and evaluate planning, time management, use of appropriate work strategies to improve future outcomes, for example, social facilitation, competition versus altruistic learning, social loafing, deindividuation, 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 — Value: 1.0

Independent Study a — **Value 0.5**

Independent Study b — **Value 0.5**

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 area of study, including traditional and contemporary understandings • analyse models of and implications of behaviour, emotions and mental processes related to the chosen area of study • assess assumptions, applications, and limitations of psychological research in the chosen area of study • apply data, psychological models, theories, and concepts to communicate conclusions about the chosen area of study	• evaluate theories and ideas in the chosen area of study, including traditional and contemporary understandings • evaluate models of and implications of behaviour, emotions and mental processes related to the chosen area of study • evaluate assumptions, applications, and limitations of psychological research in 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 understandings of the chosen area of study • assess data and models that represent human behaviour, thoughts and feelings as an outcome related to the chosen area of study	• evaluate traditional and contemporary understandings of the chosen area of study • evaluate data and models that represent human behaviour, thoughts and feelings as an outcome related to the chosen area of study

A Course	T Course
• assess the validity and reliability of analyses related to the chosen area of study presented in the public domain	• evaluate the validity and reliability of analyses related to the chosen area of study presented in the public domain
Contexts	
• analyse the quality of data produced by assumptions and research methods pertaining to different movements in Psychology • analyse the impact of historical, social, cultural context on the production, reception and use of psychological knowledge claims and conclusions	• evaluates the quality of data produced by assumptions and research methods pertaining to different movements in Psychology • evaluate the impact of historical, social, cultural context on the production, reception and use of psychological knowledge claims and conclusions
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 • 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 • 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	• 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 • 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 • 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

A Course	T Course
• 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
Reflection	
• reflect on learning from the unit and how it enhanced understanding of self, others, and the world, and relate to other contexts • reflect on own thinking and learning, and evaluate planning, time management, use of appropriate work strategies to improve future outcomes	• reflect on learning from the unit and how it enhanced understanding of self, others, and the world, and relate to other contexts • reflect on own thinking and learning, and evaluate planning, time management, use of appropriate work strategies to improve 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.

System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

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, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	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, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	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, summarise and plan	reproduce	information, data, words, images, graphics
	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

Appendix D – Glossary of Verbs

Verbs	Definition
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
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
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
Justify	Show how argument or conclusion is right or reasonable
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 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 bssscertification@ed.act.edu.au. 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:	A T
Accredited from:	2022
Framework:	Science