

Psychology

A/T/M

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# 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, establish a rich learning environment and generate 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)

* 1. 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)

* 1. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.

(Metacognition)

* 1. Learners’ sense of self and motivation to learn affects learning.

(Self-concept)

* 1. Learning needs to take place in a context of high expectations.

(High expectations)

* 1. Learners learn in different ways and at different rates.

(Individual differences)

* 1. Different cultural environments, including the use of language, shape learners’ understandings and the way they learn.

(Socio-cultural effects)

* 1. Learning is a social and collaborative function as well as an individual one.

(Collaborative learning)

* 1. 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](http://www.australiancurriculum.edu.au).

### Literacy

Literacy is of fundamental importance in the study of Psychology. Students access psychological content through a variety of print, oral, visual, spatial and electronic forms, including journal articles, photographs, and films. They learn to interpret and extrapolate meaning from a variety of sources to identify psychological evidence. They analyse and evaluate theories and evidence for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They learn to monitor their own language use for accuracy in the use of psychological terms, clarity of ideas and explanations, conciseness of expression and use language effectively to articulate a position.

### Numeracy

Numeracy is useful in the psychological inquiry process, which requires students to recognise patterns and relationships statistically through different procedures. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example, in relation to correlation between the variables or mean differences.

### Information and Communication Technology (ICT) Capability

Information and Communication Technology (ICT) capability is important in the inquiry process, particularly in relation to research, investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence and to communicate psychological information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, evidence, revelation and narrative recount of experiences. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the psychological inquiry process.

### Critical and Creative Thinking

Critical and creative thinking is integral to the psychological inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of psychological topics. The demands of psychological inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an analysis of results or evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the evidence.

### Personal and Social Capability

Personal and social capability skills are developed and practiced in Psychology by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in Psychology. Students develop advanced research, and presentation skills to express and justify their views effectively to others. Through the study of related literature in particular, students develop their ability to appreciate the perspectives and points of view of others. Students develop increasing social awareness through the study of relationships between individuals and diverse groups in the modern world.

### Ethical Understanding

Ethical understanding provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the cognitions and behaviours of people in the past compared with those of today. Students have opportunities both independently and collaboratively to explore the values, beliefs and principles that were the basis for the judgments and actions of people in the past.

### Intercultural Understanding

Intercultural understanding is a vital part of learning in Psychology. Students explore the different cognitions and behaviours of a range of cultural groups and develop an appreciation of the diversity. They have opportunities to develop an understanding of how and why people think, feel and act in a particular way. Students develop an understanding of different contemporary perspectives, the psychological contexts for those perspectives, their psychological influence on the relationships between different groups within society, and how they contribute to individual and group behaviours.

# Cross-Curriculum Priorities

### Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander psychology includes study of their cognitions and behaviours that have influenced movements for change, the progress towards recognition and equality for Aboriginal and Torres Strait Islander people, and the focus of continued efforts.

### Asia and Australia’s Engagement with Asia

Asia and Australia’s engagement with Asia includes the patterns of cognitions and behaviours of Asians (and how they differ from the European experience), the distinctive and changing character of Asia, the growing influence of Asia in the world, and how Australia’s engagement with Asia in the modern period has changed over time – psychologically, culturally and politically.

### Sustainability

Sustainability provides opportunities to study the effects of developments such as the Industrial Revolution and Digital Technology on the human psyche and the effects of how humans think, feel and act on environmental sustainability in the modern period.

**Psychology**

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# Rationale

Psychology is the study of the human mind and behaviour. Students develop an understanding of themselves and others by exploring the interactions between the individuals and groups as well as the roles of biological and environmental factors.

Students develop skills which promote higher-order thinking and apply evidence-based research for understanding and interpreting human behaviour. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about human behaviour. They 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 and behaviour. They analyse the nature and purpose of psychology and develop insights into types of behaviour across a range of contexts.

The study of Psychology provides continuity with many tertiary and industry courses.

## Goals

This course should enable students to:

* understand key psychological concepts theories, principles, methodologies, assumptions, perspectives and ideas
* analyse the nature of human behaviour and the impact of factors that influence how humans feel, think and act at an individual, group and societal level
* understand the influence of historical, political, technological and cultural contexts on behaviour
* analyse values and attitudes and evaluate their influence on behaviour
* reflect on individual differences, including social and cultural diversity through developing empathy and awareness
* apply psychological knowledge and skills to develop insights on individuals and society
* communicate in a range of modes and mediums for specific purposes and audiences
* understand the nature and purpose of Psychology
* apply psychological skills in real-world contexts.

# Unit Titles

* Individual Differences
* Into the Mind
* Psychology of Wellness
* Psychology in Society
* Negotiated Study

# Organisation of Content

### Individual Differences

In this unit**,** students study individual differences in human cognition and behaviour. Students examine at least two electives for the semester to explain individual human behaviour as an outcome of influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to individual differences. Through their studies, students explore the nature of the individual and how these differences relate to society. The key conceptual understandings covered in this unit are: differences in mental abilities and intelligence, personality, development, learning and motivation.

### Into the Mind

In this unit, students study the biological basis of human cognition and behaviour. Students examine at least two electives for the semester to explain how individuals respond to the environment as an outcome of biological influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the biological basis of behaviour. Through their studies, students explore how heredity, environmental and biological factors influence behaviour. The key conceptual understandings covered in this unit are: sensation and perception, consciousness, memory, emotion and neuroscience.

### Psychology of Wellness

In this unit, students study the factors that influence physical and mental wellbeing. Students examine at least two electives for the semester to explain how health can be positively and negatively affected by biological and environmental influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the psychology of wellness. Through their studies, students explore how heredity, environmental and biological factors influence physical and mental wellbeing. The key conceptual understandings covered in this unit are: positive psychology, mental health, stress, resilience and coping and human relationships.

### Psychology in Society

In this unit, students study the role of psychology in society. Students examine at least two electives for the semester to explain how humans think act and feel in a social setting. Students explore the assumptions, applications and limitations of psychological research and literature related to psychology in society. Through their studies, students explore how individual perceptions and interaction influence social relationships. The key conceptual understandings covered in this unit are: attitudes, prejudice, forensic psychology, human relationships, organisational psychology and social influences.

### Negotiated Study

In Negotiated Study, students examine the psychological perspective of the chosen elective (in consultation with the teacher). Students examine the chosen elective in-depth to explain human cognitions, emotions and/or behaviour. Students explore the assumptions, applications and limitations of psychological research and literature related to the chosen elective. Through their studies, students explore psychological research methodology with an emphasis on areas of special interest and value to the student. The assessment items and weightings for this unit are negotiated with the teacher and may include both formative (e.g. a journal, a literature review or regular discussion groups) and summative assessment (e.g. an experimental report, a research assignment or an oral presentation).

# Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide 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 B). 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:

* knowledge and understanding
* skills.

## Assessment Task Types

|  |  |  |
| --- | --- | --- |
| Task Type | Test | Inquiry |
|  | A test may include:   * multiple choice * short answer responses * extended response * in-class essay | Suggested tasks may include:   * oral presentation * research report * experimental report/survey * literature review * essay * seminar * multimedia presentation * case studies * film study * diary/ journal entry * public campaign * role play * journal article * model * sociogram * artwork |
| Weightings in A/T 1.0 Units | 40 - 60% | 40 - 60% |
| Weightings in A/T 0.5 Units | 40 - 60% | 40 - 60% |
| Weightings in M 1.0 and 0.5 Units | 10 - 90% | 10 - 90% |

### 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 should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
* Suggested guidelines for a written task: **A** 500 - 800, **T** 800 - 1500 words.
* Suggested guidelines for an oral presentation: **A** 5 - 8 minutes **T** 8 - 15 minutes.
* It is highly recommended that students undertake a research report or experimental report/survey during the course of their study.

# 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.

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| --- | --- | --- | --- | --- | --- |
|  | Achievement Standards for Psychology 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 |
| Knowledge and understanding | * analyses theories, concepts and models used to explain behaviour | * discuss theories, concepts and models used to explain behaviour | * interprets theories, concepts and models used to explain behaviour | * describes theories, concepts and models used to explain behaviour | * identifies theories, concepts and models used to explain behaviour |
| * analyses the nature and purpose of psychology | * discuss the nature and purpose of psychology | * interprets the nature and purpose of psychology | * describes the nature and purpose of psychology | * identifies the nature and purpose of psychology |
| * compares perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level | * identifies some perspectives and ideas with little or no reference to how humans think, feel and act at an individual, group and societal level |
| Skills | * analyses theories, concepts and models to provide an evidence-based critique and discussion for alternative ways of thinking about behaviour | * explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour | * describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour | * describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour | * considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour |
| * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) effectively and accurately in a range of modes, styles and genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) clearly and accurately in a range of modes, styles and genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) in some modes and genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) with little or no reference to audiences and purposes |
| * plans and undertakes independent inquiries and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Analyse)s relevant data and information based on an analysis of valid and reliable sources | * plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources | * undertakes guided inquiries and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Analyse)s data and information based on a range of appropriate sources | * undertakes guided inquiries using limited sources | * undertakes simple research on a topic with little or no reference to sources |

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| Achievement Standards for Psychology 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 |
| Knowledge and understanding | * critically analyses theories, concepts and models used to explain behaviour and evaluates their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * analyses theories, concepts and models used to explain behaviour and analyses their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * explains theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level |
| * critically analyses principles, methodology, approaches to data and procedures in Psychology and evaluates their validity and reliability | * analyses principles, methodology, approaches to data and procedures in Psychology and analyses their validity and reliability | * explains principles, methodology, approaches to data and procedures in Psychology and describes their validity and reliability | * describes principles, methodology, approaches to data and procedures in Psychology with some reference to validity and reliability | * identifies principles, methodology, approaches to data and procedures in Psychology with little or no reference to validity and reliability |
| * critically analyses the nature and purpose of psychology and evaluates the impact of external factors on individuals, groups and society across a range of contexts | * analyses the nature and purpose of psychology and analyse the impact of external factors on individuals, groups and society across a range of contexts | * explains the nature and purpose of psychology and describes the impact of external factors on individuals, groups and society across a range of contexts | * describes the nature and purpose of psychology with some reference to the impact of external factors on individuals, groups and society across a range of contexts | * identifies the nature and purpose of psychology with little or no reference to the impact of external factors on individuals, groups and society across a range of contexts |
| * critically analyses the types of behaviour demonstrated by individuals, groups and society and evaluates representations and interpretations to explain human behaviour | * analyses the types of behaviour demonstrated by individuals, groups and society and analyses representations and interpretations to explain human behaviour | * explains the types of behaviour demonstrated by individuals, groups and society and describes representations and interpretations to explain human behaviour | * describes the types of behaviour demonstrated by individuals, groups and society with some reference to representations and interpretations to explain human behaviour | * identifies the types of behaviour demonstrated by individuals, groups and society with little or no reference to representations and interpretations to explain human behaviour |
| Skills | * critically analyses theories, concepts and models to provide an evidence-based critique and discussion for alternative ways of thinking about behaviour | * analyses theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour | * explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour | * describes theories, concepts and models from a personal perspective | * considers claims from a personal perspective |
| * [critically analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Critically+analyse)s [complex](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Complex) problems, and makes [reasoned](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Reasoned), plausible predictions in [unfamiliar](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Unfamiliar) contexts | * [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Critically+analyse) [complex](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Complex) problems, and make [reasoned](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Reasoned), plausible predictions in [unfamiliar](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Unfamiliar) contexts | * interprets [complex](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Complex) problems, and make [reasoned](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Reasoned), plausible predictions in [familiar](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Unfamiliar) contexts | * interprets [complex](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Complex) problems, and makes some predictions in [familiar](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Unfamiliar) contexts | * describes [complex](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Complex) problems, and makes some predictions in [familiar](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Unfamiliar) contexts |
| * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) effectively and accurately in a range of modes, styles and genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) clearly and accurately in a range of modes, styles and genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) clearly in a range of modes, styles and genres for specific purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) in a range of modes and genres | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) in a range of modes |
| * plans and undertakes independent inquiries and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Analyse)s relevant data and information based on a critical evaluation of reliable and useful sources | * plans and undertakes independent inquiries and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Analyse)s relevant data and information based on an assessment of reliable and useful sources | * undertakes guided inquiries and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Analyse)s data and information based on a range of appropriate sources | * undertakes guided inquiries using limited sources | * undertakes simple research on a topic |

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|  | Achievement Standards for Psychology 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 |
| Knowledge and understanding | * analyses theories, concepts and models used to explain behaviour and explains their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * discuss theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * interprets theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level |
| * analyses the nature and purpose of psychology and explains the impact of external factors on individuals, groups and society across a range of contexts | * discuss the nature and purpose of psychology and describes the impact of external factors on individuals, groups and society across a range of contexts | * interprets the nature and purpose of psychology and describes the impact of external factors on individuals, groups and society across contexts | * describes the nature and purpose of psychology with some reference to the impact of external factors on individuals, groups and society across contexts | * identifies the nature and purpose of psychology with little or no reference to the impact of external factors on individuals, groups and society across contexts |
| * compares a variety of perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level | * identifies some perspectives and ideas with little or no reference to how humans think, feel and act at an individual, group and societal level |
| Skills | * analyses theories, concepts and models to provide an evidence-based critique and discussion for alternative ways of thinking about behaviour | * explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour | * describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour | * describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour | * considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour |
| * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) effectively and accurately in a range of modes, styles and genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) clearly and accurately in a range of modes, styles and genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) in some modes and genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) with little or no reference to audiences and purposes |
| * plans and undertakes independent inquiries and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Analyse)s relevant data and information based on an evaluation of valid and reliable sources | * plans and undertakes independent inquiries and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Analyse)s relevant data and information based on an assessment of valid and reliable sources | * undertakes guided inquiries and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Analyse)s data and information based on a range of appropriate sources | * undertakes guided inquiries using limited sources | * undertakes simple research on a topic with little or no reference to sources |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Achievement Standards for Psychology 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 |
| Knowledge and understanding | * critically analyses theories, concepts and models used to explain behaviour and evaluates their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * analyses theories, concepts and models used to explain behaviour and analyses their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * explains theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level |
| * critically analyses principles, methodology, approaches to data and procedures in psychology and evaluates their validity and reliability | * analyses principles, methodology, approaches to data and procedures in psychology and analyses their validity and reliability | * explains principles, methodology, approaches to data and procedures in psychology and describes their validity and reliability | * describes principles, methodology, approaches to data and procedures in psychology with some reference to validity and reliability | * identifies principles, methodology, approaches to data and procedures in psychology with little or no reference to validity and reliability |
| * critically analyses the nature and purpose of psychology and evaluates the impact of factors on individuals, groups and society across a range of contexts | * analyses the nature and purpose of psychology and analyses its impact of factors on individuals, groups and society across a range of contexts | * explains the nature and purpose of psychology and describes the impact of factors on individuals, groups and society across a range of contexts | * describes the nature and purpose of psychology with some reference to the impact of factors on individuals, groups and society across a range of contexts | * identifies the nature and purpose of psychology with little or no reference to the impact of factors on individuals, groups and society across a range of contexts |
| * critically analyses the types of behaviour demonstrated by individuals, groups and society and evaluates representations and interpretations to explain human behaviour | * analyses the types of behaviour demonstrated by individuals, groups and society and analyses representations and interpretations to explain human behaviour | * explains the types of behaviour demonstrated by individuals, groups and society and describes representations and interpretations to explain human behaviour | * describes the types of behaviour demonstrated by individuals, groups and society with some reference to representations and interpretations to explain human behaviour | * identifies the types of behaviour demonstrated by individuals, groups and society with little or no reference to representations and interpretations to explain human behaviour |
| * synthesises a variety of perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * compares and analyses perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * compares and explains perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * identifies perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level |
| Skills | * critically analyses theories, concepts and models to provide an evidence-based critique and discussion for alternative ways of thinking about behaviour | * analyses theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour | * explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour | * describes theories, concepts and models from a personal perspective | * considers claims from a personal perspective |
| * [critically analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Critically+analyse)s [complex](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Complex) problems, and makes [reasoned](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Reasoned), plausible predictions in [unfamiliar](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Unfamiliar) contexts | * [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Critically+analyse) [complex](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Complex) problems, and make [reasoned](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Reasoned), plausible predictions in [unfamiliar](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Unfamiliar) contexts | * interprets [complex](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Complex) problems, and make [reasoned](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Reasoned), plausible predictions in [familiar](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Unfamiliar) contexts | * interprets [complex](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Complex) problems, and makes some predictions in [familiar](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Unfamiliar) contexts | * describes [complex](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Complex) problems, and makes some predictions in [familiar](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Unfamiliar) contexts |
| * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) effectively and accurately in a range of modes, styles and genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) clearly and accurately in a range of modes, styles and genres for specific audiences and purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) clearly in a range of modes, styles and genres for specific purposes | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) in a range of modes and genres | * [communicates](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Communicates) in a range of modes |
| * analyses and reflects with insight on how concepts and theories have developed over time | * analyses and reflects how concepts and theories have developed over time | * explains how concepts and theories have developed over time | * describes how concepts and theories have developed over time | * identifies how concepts and theories have developed over time |
| * plans and undertakes independent inquiries and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Analyse)s relevant data and information based on a critical evaluation of valid and reliable sources | * plans and undertakes independent inquiries and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Analyse)s relevant data and information based on an assessment of valid and reliable sources | * undertakes guided inquiries and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=SSAS&t=Analyse)s data and information based on a range of appropriate sources | * undertakes guided inquiries using limited sources | * undertakes simple research on a topic |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Achievement Standards for Psychology M Course Years 11 and 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 |
| Knowledge and understanding | * describes the nature and purpose of psychology with independence | * describes the nature of purpose of psychology with assistance | * recounts the nature and purpose of psychology with occasional assistance | * identifies the nature and purpose of psychology with continuous guidance | * identifies the nature and purpose of psychology with direct instruction |
| * describes basic theories, concepts and principles with independence | * describes basic theories, concepts and principles with assistance | * recounts basic theories, concepts and principles with occasional assistance | * identifies theories, concepts and principles with continuous guidance | * identifies some concepts and principles with direct instruction |
| Skills | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with independence | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with assistance | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with occasional assistance | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with continuous guidance | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with direct instruction |
| * plans and undertakes independent inquiries with independence | * plans and undertakes independent inquiries with assistance | * undertakes guided inquiries with occasional assistance | * undertakes guided inquiries with continuous guidance | * undertakes simple research on a topic with direct instruction |

# Individual Differences Value 1.0

##### Individual Differences a Value: 0.5

##### Individual Differences b Value: 0.5

## Unit Description

This unit examines individual differences in human cognition and behaviour. Students examine at least two electives for the semester to explain individual human behaviour as an outcome of influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to individual differences. Through their studies, students explore the nature of the individual and how these differences relate to society. The key conceptual understandings covered in this unit are: differences in mental abilities and intelligence, personality, development, learning and motivation.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| * understand psychological models, theories and concepts | * understand psychological models, theories and concepts | * understand psychological concepts |
| * explain observations and ideas related to human thoughts, emotions and behaviour | * analyse observations and ideas related to human thoughts, emotions and behaviour | * describe observations and ideas related to human thoughts, emotions and behaviour |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| Theories, concepts, principles, models and contemporary studies | | |
| * explain psychological theories, concepts, principles, models and contemporary studies (PSYA01) | * analyse psychological theories, concepts, principles, models and contemporary studies (PSYT01) | * identify features of psychological theories, concepts, principles, models and contemporary studies (PSYM01) |
| * compare how psychological concepts and theories have developed over time (PSYA02) | * analyse how psychological concepts and theories have developed over time (PSYT02) |  |
| * describe and explain human behaviour in the everyday world using psychological theory and principles (PSYA03) | * analyse and problem-solve human behaviour in the everyday world using psychological theory and principles (PSYT03) | * identify characteristics of human behaviour (PSYM02) |

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| Methodology and approaches to data | | |
| * design simple investigations, including the procedure/s to be followed, the information required and the type and amount of primary and/or secondary data to be collected; and consider research ethics (PSYA04) | * design investigations, including the procedure/s to be followed, the information required and the type and amount of primary and/or secondary data to be collected; and consider research ethics   (PSYT04) | * conduct investigations (PSYM03) |
| * collect, record, classify, quantify and process basic data and information in organised, logical and ethical ways (PSYA05) | * collect, record, classify, quantify and process data and information in organised, logical and ethical ways (PSYT05) |  |
| * describe basic trends, patterns and relationships in data; describe sources of limitations in data; and select and use evidence to make and justify conclusions (PSYA06) | * analyse data to identify trends, patterns and relationships; describe sources of error, uncertainty, and limitations in data; and select, synthesise, and use evidence to make and justify conclusions   (PSYT06) | * identify key findings in investigations (PSYM04) |
| Nature and purpose of Psychology | | |
| * understand the nature of Psychology as the systematic study of human behaviour and mental processes (PSYA07) | * understand the nature of Psychology as the systematic study of human behaviour and mental processes (PSYT07) | * understand the nature of Psychology as the systematic study of human behaviour and mental processes (PSYM05) |
| * understand that the purpose of Psychology is to describe, explain, predict and control behaviour (PSYA08) | * understand that the purpose of Psychology is to describe, explain, predict and control behaviour (PSYT08) | * understand that the purpose of Psychology is to describe, explain, predict and control behaviour (PSYM06) |
| * apply key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level (PSYA09) | * apply key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level (PSYT09) | * identify key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level (PSYM07) |

|  |  |  |
| --- | --- | --- |
| A course | T Course | M course |
| Perspectives, interpretation and evaluation | | |
| * compare psychological-related information to opinions presented in the public domain (PSYA10) | * evaluate the validity and reliability of psychological –related information and opinions presented in the public domain (PSYT10) |  |
| * describe perspectives that shape our understanding of how humans think, feel and act at an individual, group and societal level (PSYA11) | * evaluate perspectives that shape our understanding of how humans think, feel and act at an individual, group and societal level (PSYT11) | * identify different perspectives (PSYM08) |
|  | * critique and predict alternative ways of thinking about behaviour, using an evidence-based approach (PSYT12) |  |
| Explanation and communication | | |
| * communicate psychological information, ideas and research findings (PSYA12) | * communicate psychological information, ideas and research findings (PSYT13) | * communicate psychological information and ideas (PSYM09) |
| * use communication methods suitable for different audiences and purposes (PSYA13) | * use communication methods suitable for different audiences and purposes (PSYT14) | * use basic communication methods suitable for different purposes (PSYM10) |
| * use terminology, conventions and referencing of information sources appropriate to the medium of communication (PSYA14) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (PSYT15) | * use terminology and referencing of information sources (PSYM11) |

## Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the list below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from the list below.

### Foundations of Psychology

Theories/significant contributors and concepts relating to *Foundations of Psychology* such as, nature of psychology, major goals in psychology, nature vs. nurture debate, historical and theoretical perspectives (e.g. psychoanalysis, behavioural, cognitive, humanistic, evolutionary etc.), key figures in psychology (e.g. Wundt, James, Freud, Pavlov, Watson, Skinner, Rogers, Bandura, Maslow), ethical issues, fields of psychology, overview of the steps of scientific research method, qualitative vs. quantitative data.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Foundations of Psychology* such as, ethics in research (e.g. animal ethics, use of deception), nature vs. nurture debate.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Foundations of Psychology* such as, values, worldview, culture, past experiences, biases.

Research methodology, approaches to data and communication conventions relating to *Foundations of Psychology* such as, a broad overview of psychological research and communication conventions, research ethics, design, reliability and validity of evidence, and referencing.

### Mental Abilities & Intelligence

Theories/significant contributors and concepts relating to *Mental Abilities & Intelligence* such as, Binet, Tolman, Goldman, Gardner, Sternberg, Galton, Spearman, Weschler and Cattell; nature vs nurture, types of intelligence and types of thinking.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Mental Abilities & Intelligence,* such as, concept and measurement of intelligence and related biases.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Mental Abilities & Intelligence,* such as, biopsychosocial factors, cognitive styles and specific disabilities/abilities.

Research methodology, approaches to data and communication conventions relating to *Mental Abilities & Intelligence,* such as, research ethics, design, reliability and validity of evidence, and referencing.

### Personality

Theories/significant contributors and concepts relating to *Personality* such as, Psychoanalytic (Freud), Neo-Freudian (Jung, Horney, Adler), Behaviourist (Skinner), Social-Learning (Bandura), Humanistic (Maslow, Rogers), Trait and Type theories (Hypocrites, Sheldon, Myers-Briggs, Eysenck, Allport, Cattell, Costa & McCrae); nature vs nurture, concepts of self, and definitions of personality.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Personality* such as, the historical development of concepts of self and personality, and personality measurement.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Personality* such as, biopsychosocial factors.

Research methodology, approaches to data and communication conventions relating to *Personality* such as, research ethics, design, reliability and validity of evidence, and referencing.

### Developmental Psychology

Theories/significant contributors and concepts relating to *Developmental Psychology* such as, Freud, Piaget, Vygotsky, Erikson, Kohlberg, Bolby, Ainsworth, Chomsky, Lorenz, Harlow, Kubler-Ross; stages (pre-natal, infancy, childhood, adolescence, adulthood, late life) and types (socioemotional, physical, cognitive, moral) of development, stage vs continuous approaches to development, developmental norms, and maturation.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Developmental Psychology* such as, parenting and childcare, family structure, adoption, abuse and maltreatment, resilience, risk-taking, bullying, relationships, and ageism.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Developmental Psychology* such as, biopsychosocial factors (heredity, nutrition, caregiving, neural development, relationships, hormonal changes, cognitive functioning).

Research methodology, approaches to data and communication conventions relating to *Developmental Psychology* such as, research ethics, design, reliability and validity of evidence, and referencing.

### Learning

Theories/significant contributors and concepts relating to *Learning* such as, classical and operant conditioning (Pavlov, Watson, Thorndike, Skinner), social-learning theories (Bandura), modern approaches to learning (DeBono, Vygotsky, Bruner, Hattie); distinction between learning and other processes (reflex actions, fixed action patterns, maturation), and insight learning.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Learning* such as, behaviour modification, educational contexts, and current issues regarding learning (e.g. use of technology, use of music, game-based learning).

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Learning* such as, biopsychosocial factors, technology, and learning styles and strategies.

Research methodology, approaches to data and communication conventions relating to *Learning* such as, research ethics, design, reliability and validity of evidence, and referencing.

### Motivation

Theories/significant contributors and concepts relating to *Motivation* such as**,** Maslow (hierarchy of needs), McClelland (need for achievement)**,** Martin (theory of motivation and engagement), Hull (drive reduction theory), James (adaptive instincts), further biological/evolutionary theories (incentive theory), Zuckerman (sensation seeking scale), Freud (instincts, unconscious motives), Yerkes-Dodson law; homeostasis, motives, need, drive, hunger, sex, self-efficacy, power, achievement, affiliation, learned helplessness.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Motivation* such as, individual differences, and motivation in real life contexts (sports, weight control).

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Motivation* such as, biopsychosocial factors (homeostasis, instincts, drive, incentives, needs, self-efficacy, and power).

Research methodology, approaches to data and communication conventions relating to *Motivation* such as, research ethics, design, reliability and validity of evidence, and referencing.

## 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 learningis what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis 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.

# Into the Mind Value 1.0

##### Into the Mind a Value: 0.5

##### Into the Mind b Value: 0.5

## Unit Description

This unit examines the biological basis of human cognition and behaviour. Students examine at least two electives for the semester to explain how individuals respond to the environment as an outcome of biological influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the biological basis of behaviour. Through their studies, students explore how heredity, environmental and biological factors influence behaviour. The key conceptual understandings covered in this unit are: sensation and perception, consciousness, memory, emotion and neuroscience.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| * understand psychological models, theories and concepts | * understand psychological models, theories and concepts | * understand psychological concepts |
| * explain observations and ideas related to human thoughts, emotions and behaviour | * analyse observations and ideas related to human thoughts, emotions and behaviour | * describe observations and ideas related to human thoughts, emotions and behaviour |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| Theories, concepts, principles, models and contemporary studies | | |
| * explain psychological theories, concepts, principles, models and contemporary studies (PSYA01) | * analyse psychological theories, concepts, principles, models and contemporary studies (PSTA01) | * identify features of psychological theories, concepts, principles, models and contemporary studies (PSYM01) |
| * compare how psychological concepts and theories have developed over time (PSYA02) | * analyse how psychological concepts and theories have developed over time (PSYT02) |  |

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| * describe and explain human behaviour in the everyday world using psychological theory and principles (PSYA03) | * analyse and problem-solve human behaviour in the everyday world using psychological theory and principles (PSYT03) | * identify characteristics of human behaviour (PSYM02) |
| Methodology and approaches to data | | |
| * design simple investigations, including the procedure/s to be followed, the information required and the type and amount of primary and/or secondary data to be collected; and consider research ethics (PSYA04) | * design investigations, including the procedure/s to be followed, the information required and the type and amount of primary and/or secondary data to be collected; and consider research ethics   (PSYT04) | * conduct investigations   (PSYM03) |
| * collect, record, classify, quantify and process basic data and information in organised, logical and ethical ways (PSYA05) | * collect, record, classify, quantify and process data and information in organised, logical and ethical ways (PSYT05) |  |
| * describe basic trends, patterns and relationships in data; describe sources of limitations in data; and select and use evidence to make and justify conclusions (PSYA06) | * analyse data to identify trends, patterns and relationships; describe sources of error, uncertainty, and limitations in data; and select, synthesise, and use evidence to make and justify conclusions (PSYT06) | * identify key findings in investigations (PSYM04) |
| Nature and purpose of Psychology | | |
| * understand the nature of Psychology as the systematic study of human behaviour and mental processes (PSYA07) | * understand the nature of Psychology as the systematic study of human behaviour and mental processes (PSYT07) | * understand the nature of Psychology as the systematic study of human behaviour and mental processes (PSYM05) |
| * understand that the purpose of Psychology is to describe, explain, predict and control behaviour (PSYA08) | * understand that the purpose of Psychology is to describe, explain, predict and control behaviour (PSYT08) | * understand that the purpose of Psychology is to describe, explain, predict and control behaviour (PSYM05) |

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| * apply key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level (PSYA09) | * apply key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level (PSYT09) | * identify key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level (PSYM06) |
| Perspectives, interpretation and evaluation | | |
| * compare psychological-related information to opinions presented in the public domain (PSYA10) | * evaluate the validity and reliability of psychological – related information and opinions presented in the public domain (PSYT10) |  |
| * describe perspectives that shape our understanding of how humans think, feel and act at an individual, group and societal level (PSYA11) | * evaluate perspectives that shape our understanding of how humans think, feel and act at an individual, group and societal level (PSYT11) | * identify different perspectives (PSYM07) |
|  | * critique and predict alternative ways of thinking about behaviour, using an evidence-based approach (PSYT12) |  |
| Explanation and communication | | |
| * communicate psychological information, ideas and research findings (PSYA12) | * communicate psychological information, ideas and research findings (PSYT13) | * communicate psychological information and ideas (PSYM08) |
| * use communication methods suitable for different audiences and purposes (PSYA13) | * use communication methods suitable for different audiences and purposes (PSYT14) | * use basic communication methods suitable for different purposes (PSYM09) |
| * use terminology, conventions and referencing of information sources appropriate to the medium of communication (PSYA14) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (PSYT15) | * use terminology and referencing of information sources (PSYM10) |

## Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the list below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from the list below.

### Foundations of Psychology

Theories/significant contributors and concepts relating to *Foundations of Psychology* such as, nature of psychology, major goals in psychology, nature vs. nurture debate, historical and theoretical perspectives (e.g. psychoanalysis, behavioural, cognitive, humanistic, evolutionary etc.), key figures in psychology (e.g. Wundt, James, Freud, Pavlov, Watson, Skinner, Rogers, Bandura, Maslow), ethical issues, fields of psychology, overview of the steps of scientific research method, qualitative vs. quantitative data.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Foundations of Psychology* such as, ethics in research (e.g. animal ethics, use of deception), nature vs. nurture debate.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Foundations of Psychology* such as, values, worldview, culture, past experiences, biases.

Research methodology, approaches to data and communication conventions relating to *Foundations of Psychology* such as, a broad overview of psychological research and communication conventions, research ethics, design, reliability and validity of evidence, and referencing.

### Sensation & Perception

Theories/significant contributors and concepts relating to *Sensation & Perception* such as, biological and cognitive perspectives; the five senses, detection and thresholds, adaptation and attention, pain, Gestalt principles, perceptual constancies, perceptual learning, illusions, ambiguous figures, impossible perspectives (e.g. Escher), bottom-up and top-down processing, priming.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Sensation & Perception* such as, pain management, synaesthesia, dark adaptation, sensory deprivation, eyewitness testimony, phantom limbs, parapsychology (ESP, telepathy, clairvoyance), individual differences in abilities.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Sensation & Perception* such as, biopsychosocial factors, culture, and gender differences.

Research methodology, approaches to data and communication conventions relating to *Sensation & Perception* such as, research ethics, design, reliability and validity of evidence, and referencing.

### Consciousness

Theories/significant contributors and concepts relating to *Consciousness* such as, Descartes (mind-body duality), Wundt and Titchner (introspection), James (stream of consciousness), contemporary perspectives (e.g. Damasio, Greenfield, Chambers; global workspace theory, integrated information theory); characteristics of normal waking consciousness and altered states of consciousness, and nervous system.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Consciousness* such as, altered states of consciousness (hypnosis, sleep deprivation, dreams, hallucination, meditation, mindfulness, out of body experiences), other current issues (e.g. impact of technology, integration with technology, such as artificial intelligence).

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Consciousness* such as, biopsychosocial factors (circadian rhythms, brain structure and functioning, predispositions, and self-awareness).

Research methodology, approaches to data and communication conventions relating to *Consciousness* such as, research ethics, design, reliability and validity of evidence, and referencing.

### Memory

Theories/significant contributors and concepts relating to *Memory* such as, Atkinson & Shiffrin (multi-store model), Baddeley & Hitch (working memory model), Craik & Lockhart (levels of processing), Loftus (eyewitness testimony), current perspectives and models of memory, Ebbinghaus (forgetting curve), theories of forgetting (interference theory, retrieval failure theory, decay theory, motivated forgetting); schemas, hindsight bias, overconfidence effect, primacy and recency effect, types of memory, encoding, storage, retrieval, memory techniques and strategies.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Memory* such as, enhancing memory, distortions of memory, eyewitness testimony, organisation of memory, flashbulb memories, mnemonic devices, memory loss (amnesia, dementia, trauma, brain damage).

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Memory* such as, biopsychosocial factors, aging, context-dependent and state-dependent cues.

Research methodology, approaches to data and communication conventions relating to *Memory* such as, research ethics, design, reliability and validity of evidence, and referencing.

### Emotion

Theories/significant contributors and concepts relating to *Emotion* such as, Darwin, Izzard, Lazarus, James-Lange, Schachter-Singer, Canon-Bard, LeDoux, Ekman, Fredrikson, Sternberg; catharsis hypothesis, primary and secondary emotions, nervous system, hormones, neurotransmitters, verbal and non-verbal communication.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Emotion* such as,gender differences, lie detection, road rage, and responses to emotions (love, anger, grief).

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Emotion* such as, biopsychosocial factors, culture and gender differences.

Research methodology, approaches to data and communication conventions relating to *Emotion* such as, research ethics, design, reliability and validity of evidence, and referencing.

### Neuroscience

Theories/significant contributors and concepts relating to *Neuroscience* such as, Broca, Wernicke, V.S. Ramachandran, Oliver Sacks, Norman Doidge; brain structure, neuroimaging techniques, nervous system, neurotransmitters and neurotransmission, localisation and lateralisation of functions, neuroplasticity.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Neuroscience* such as, animal research, lobotomies, neuroplasticity, brain damage (e.g. Phineas Gage, lesion studies, split-brain, strokes), trauma, gender differences, educational contexts, and ethics of brain imaging.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Neuroscience* such as, biopsychosocial factors, gender, brain damage, and epigenetics.

Research methodology, approaches to data and communication conventions relating to *Neuroscience* such as, research ethics, design, reliability and validity of evidence, and referencing.

## 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 learningis what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis 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.

# Psychology of Wellness Value 1.0

##### Psychology of Wellness a Value: 0.5

##### Psychology of Wellness b Value: 0.5

## Unit Description

This unit examines the factors that influence physical and mental wellbeing. Students examine at least two electives for the semester to explain how health can be positively and negatively affected by biological and environmental influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the psychology of wellness. Through their studies, students explore how heredity, environmental and biological factors influence physical and mental wellbeing. The key conceptual understandings covered in this unit are: positive psychology, mental health, stress, resilience and coping and human relationships.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| * understand psychological models, theories and concepts | * understand psychological models, theories and concepts | * understand psychological concepts |
| * explain observations and ideas related to human thoughts, emotions and behaviour | * analyse observations and ideas related to human thoughts, emotions and behaviour | * describe observations and ideas related to human thoughts, emotions and behaviour |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| Theories, concepts, principles, models and contemporary studies | | |
| * explain psychological theories, concepts, principles, models and contemporary studies (PSYA01) | * analyse psychological theories, concepts, principles, models and contemporary studies (PSYT01) | * identify features of psychological theories, concepts, principles, models and contemporary studies (PSYM01) |
| * compare how psychological concepts and theories have developed over time (PSYA02) | * analyse how psychological concepts and theories have developed over time (PSYT02) |  |

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| * describe and explain human behaviour in the everyday world using psychological theory and principles (PSYA03) | * analyse and problem-solve human behaviour in the everyday world using psychological theory and principles (PSYT03) | * identify characteristics of human behaviour (PSYM02) |
| Methodology and approaches to data | | |
| * design simple investigations, including the procedure/s to be followed, the information required and the type and amount of primary and/or secondary data to be collected; and consider research ethics (PSYA04) | * design investigations, including the procedure/s to be followed, the information required and the type and amount of primary and/or secondary data to be collected; and consider research ethics   (PSYT04) | * conduct investigations (PSYM03) |
| * collect, record, classify, quantify and process basic data and information in organised, logical and ethical ways (PSYA05) | * collect, record, classify, quantify and process data and information in organised, logical and ethical ways (PSYT05) |  |
| * describe basic trends, patterns and relationships in data; describe sources of limitations in data; and select and use evidence to make and justify conclusions (PSYA06) | * analyse data to identify trends, patterns and relationships; describe sources of error, uncertainty, and limitations in data; and select, synthesise, and use evidence to make and justify conclusions (PSYT06) | * identify key findings in investigations (PSYM04) |
| Nature and purpose of Psychology | | |
| * understand the nature of Psychology as the systematic study of human behaviour and mental processes (PSYA07) | * understand the nature of Psychology as the systematic study of human behaviour and mental processes (PSYT07) | * understand the nature of Psychology as the systematic study of human behaviour and mental processes (PSYM05) |
| * understand that the purpose of Psychology is to describe, explain, predict and control behaviour (PSYA08) | * understand that the purpose of Psychology is to describe, explain, predict and control behaviour (PSYT08) | * understand that the purpose of Psychology is to describe, explain, predict and control behaviour (PSYM06) |
| * apply key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level (PSYA09) | * apply key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level (PSYT09) | * identify key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level (PSYM07) |

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| Perspectives, interpretation and evaluation | | |
| * compare psychological-related information to opinions presented in the public domain (PSYA10) | * evaluate the validity and reliability of psychological –related information and opinions presented in the public domain (PSYT10) |  |
| * describe perspectives that shape our understanding of how humans think, feel and act at an individual, group and societal level (PSYA11) | * evaluate perspectives that shape our understanding of how humans think, feel and act at an individual, group and societal level (PSYT11) | * identify different perspectives (PSYM08) |
|  | * critique and predict alternative ways of thinking about behaviour, using an evidence-based approach (PSYT12) |  |
| Explanation and communication | | |
| * communicate psychological information, ideas and research findings (PSYA12) | * communicate psychological information, ideas and research findings (PSYT13) | * communicate psychological information and ideas (PSYM09) |
| * use communication methods suitable for different audiences and purposes (PSYA13) | * use communication methods suitable for different audiences and purposes (PSYT14) | * use basic communication methods suitable for different purposes (PSYM10) |
| * use terminology, conventions and referencing of information sources appropriate to the medium of communication (PSYA14) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (PSYT15) | * use terminology and referencing of information sources (PSYM11) |

## Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the list below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from the list below.

### Foundations of Psychology

Theories/significant contributors and concepts relating to *Foundations of Psychology* such as, nature of psychology, major goals in psychology, nature vs. nurture debate, historical and theoretical perspectives (e.g. psychoanalysis, behavioural, cognitive, humanistic, evolutionary etc.), key figures in psychology (e.g. Wundt, James, Freud, Pavlov, Watson, Skinner, Rogers, Bandura, Maslow), ethical issues, fields of psychology, overview of the steps of scientific research method, qualitative vs. quantitative data.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Foundations of Psychology* such as, ethics in research (e.g. animal ethics, use of deception), nature vs. nurture debate.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Foundations of Psychology* such as, values, worldview, culture, past experiences, biases.

Research methodology, approaches to data and communication conventions relating to *Foundations of Psychology* such as, a broad overview of psychological research and communication conventions, research ethics, design, reliability and validity of evidence, and referencing.

### Positive Psychology

Theories/significant contributors and concepts relating to *Positive Psychology* such as, nature of positive psychology, subjective wellbeing, biopsychosocial approach to wellbeing, happiness set-point, hedonism vs. eudemonia, mindfulness techniques (e.g. gratitude, altruism, forgiveness, random acts of kindness, meditation, prayer, music, exercise, savouring, guided imagery, breathing techniques, goal setting, decluttering), flow (Csikszentmihalyi), character strengths, nurturing relationships, social connections, PERMA theory and flourishing (Seligman), positivity ratio (Fredrickson), approaches to happiness (e.g. Lyubomirsky, Seligman), ACT counselling (Harris), Biswas-Diener, Gable and Haidt, Veroff, Parfit, Maslow, Rogers.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Positive Psychology* such as, relaxation vs. mindfulness, perceptions of happiness, cultural issues (e.g. consumerism, decluttering), optimism, sleep, religion and spirituality, lifestyle, subjective vs. objective health, attractiveness, money, happiness vs. wellbeing, impact of technology on wellbeing.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Positive Psychology* such as, cultural differences, gender, expectations, education, family structure, geographical location, age, biological and environmental factors.

Research methodology, approaches to data and communication conventions relating to *Positive Psychology* such as, self-report techniques, longitudinal data tracking, neuroscientific evidence, research ethics, design, reliability and validity of evidence, and referencing.

### Mental Health

Theories/significant contributors and concepts relating to *Mental Health* such as, approaches to normality and abnormality (e.g. statistical, cultural, normative, functional, medical, legal, historical), biopsychosocial approach to mental health, the four ‘Ds’ of abnormality (dysfunction, danger, deviance, distress), the ABCS’ of symptoms (affective, behaviour, cognitive, somatic), classification systems (e.g. DSM-5, ICD-10), different disorders (e.g. psychotic, mood, anxiety, personality, dissociative), substance abuse, theoretical approaches to treatment procedures, history of treatment approaches, rehabilitation and support services.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Mental Health* such as, labelling, stigma, institutionalisation vs. integration, trauma, inclusion and exclusion of specific disorders from DSM (e.g. gender dysphoria, hoarding, internet gaming disorder, tobacco use disorder, pre-menstrual dysphoric disorder, paedophilic disorder), conceptions or models of specific disorders (e.g. autism spectrum disorder, ADHD), medication and treatment issues, psychopaths and sociopaths, trait vs. disorder (e.g. narcissistic personality disorder), use of technology and mental health, comorbidity, the impact of substance abuse on mental health, effectiveness of complimentary treatments and programs (e.g. yoga, meditation, Ayurveda, music therapy, art therapy).

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Mental Health* such as, three ‘P’ factors in case formulation (predisposing, precipitating, perpetuating), nature vs. nurture, culture, adjustment, labelling, perception, emotion, expectation and reactions, self-fulfilling prophecy, contagion effect, group think, conformity, learned helplessness.

Research methodology, approaches to data and communication conventions relating to *Mental Health* such as, case studies, brain scans, research ethics, design, reliability and validity of evidence, and referencing.

### Stress, Resilience and Coping

Theories/significant contributors and concepts relating to *Stress, Resilience and Coping* such as, biopsychosocial approach to stress, stress vs. stressors, immune system, biological stress response, sources of stress (e.g. frustration, conflict, pressure), types of stress, direct effects vs. stress buffering, measuring stress (Holmes and Rahe), frustration-aggression hypothesis, health belief model (Hockbaum, Rosenstock and Kegels), theory of reasoned action / theory of planned behaviour (Arjzen and Fishbein), stages of change model, models for behaviour changes (e.g. ACT therapy, CBT), stress management (e.g. positive psychology techniques), building resilience, coping strategies (e.g. defense mechanisms, relaxation, humour, writing, exercise, social support, cognitive approaches ,altruism, aggression, spirituality), health issues related to stress (e.g. heart disease, addiction, obesity, alcoholism, eating disorders, smoking, risk taking), generalised adaptation syndrome (Selye), locus of control, primary vs. secondary control, type A and type B personality and stress, communicating health issues effectively.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Stress, Resilience and Coping* such as, positive and negative definitions of health, dealing with chronic health issues, biological vs. environmental factors, supporting people with long-term health issues, access to resources and its impacts on health, nutrition and sleep, help seeking behaviours, adhering to treatment regimens, communicating health issues effectively.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Stress, Resilience and Coping* such as, environmental factors (e.g. overcrowding, pollution, temperature), nature vs. nurture, fear, sleep, social factors (e.g. socioeconomic), self-esteem.

Research methodology, approaches to data and communication conventions relating to *Stress, Resilience and Coping* such as, brain scans, case studies, research ethics, design, reliability and validity of evidence, and referencing.

## 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 learningis what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis 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.

# Psychology in Society Value 1.0

##### Psychology in Society a Value: 0.5

##### Psychology in Society b Value: 0.5

## Unit Description

This unit examines the role of psychology in society. Students examine at least two electives for the semester to explain how humans think act and feel in a social setting. Students explore the assumptions, applications and limitations of psychological research and literature related to psychology in society. Through their studies, students explore how individual perceptions and interaction influence social relationships. The key conceptual understandings covered in this unit are: attitudes, prejudice, forensic psychology, human relationships, organisational psychology and social influences.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| * understand psychological models, theories and concepts | * understand psychological models, theories and concepts | * understand psychological concepts |
| * explain observations and ideas related to human thoughts, emotions and behaviour | * analyse observations and ideas related to human thoughts, emotions and behaviour | * describe observations and ideas related to human thoughts, emotions and behaviour |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| Theories, concepts, principles, models and contemporary studies | | |
| * explain psychological theories, concepts, principles, models and contemporary studies   (PSYA01) | * analyse psychological theories, concepts, principles, models and contemporary studies   (PSYT01) | * identify features of psychological theories, concepts, principles, models and contemporary studies   (PSYM01) |
| * compare how psychological concepts and theories have developed over time   (PSYA02) | * analyse how psychological concepts and theories have developed over time   (PSYT02) |  |
| * describe and explain human behaviour in the everyday world using psychological theory and principles   (PSYA03) | * analyse and problem-solve human behaviour in the everyday world using psychological theory and principles   (PSYT03) | * identify characteristics of human behaviour   (PSYM02) |

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| Methodology and approaches to data | | |
| * design simple investigations, including the procedure/s to be followed, the information required and the type and amount of primary and/or secondary data to be collected; and consider research ethics   (PSYA04) | * design investigations, including the procedure/s to be followed, the information required and the type and amount of primary and/or secondary data to be collected; and consider research ethics   (PSYT04) | * conduct investigations   (PSYM03) |
| * collect, record, classify, quantify and process basic data and information in organised, logical and ethical ways   (PSYA05) | * collect, record, classify, quantify and process data and information in organised, logical and ethical ways   (PSYT05) |  |
| * describe basic trends, patterns and relationships in data; describe sources of limitations in data; and select and use evidence to make and justify conclusions   (PSYA06) | * analyse data to identify trends, patterns and relationships; describe sources of error, uncertainty, and limitations in data; and select, synthesise, and use evidence to make and justify conclusions   (PSYT06) | * identify key findings in investigations   (PSYM04) |
| Nature and purpose of Psychology | | |
| * understand the nature of Psychology as the systematic study of human behaviour and mental processes   (PSYA07) | * understand the nature of Psychology as the systematic study of human behaviour and mental processes   (PSYT07) | * understand the nature of Psychology as the systematic study of human behaviour and mental processes   (PSYM05) |
| * understand that the purpose of Psychology is to describe, explain, predict and control behaviour   (PSYA08) | * understand that the purpose of Psychology is to describe, explain, predict and control behaviour   (PSYT08) | * understand that the purpose of Psychology is to describe, explain, predict and control behaviour   (PSYM06) |
| * apply key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level   (PSYA09) | * apply key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level   (PSYT09) | * identify key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level   (PSYM07) |

|  |  |  |
| --- | --- | --- |
| A course | T course | M course |
| Perspectives, interpretation and evaluation | | |
| * compare psychological-related information to opinions presented in the public domain (PSYA10) | * evaluate the validity and reliability of psychological –related information and opinions presented in the public domain (PSYT10) |  |
| * describe perspectives that shape our understanding of how humans think, feel and act at an individual, group and societal level | * evaluate perspectives that shape our understanding of how humans think, feel and act at an individual, group and societal level (PSYT11) | * identify different perspectives (PSYM08) |
|  | * critique and predict alternative ways of thinking about behaviour, using an evidence-based approach (PSYT12) |  |
| Explanation and communication | | |
| * communicate psychological information, ideas and research findings (PSYA12) | * communicate psychological information, ideas and research findings (PSYT13) | * communicate psychological information and ideas (PSYM09) |
| * use communication methods suitable for different audiences and purposes (PSYA13) | * use communication methods suitable for different audiences and purposes (PSYT14) | * use basic communication methods suitable for different purposes (PSYM10) |
| * use terminology, conventions and referencing of information sources appropriate to the medium of communication (PSYA14) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (PSYT15) | * use terminology and referencing of information sources (PSYM11) |

## Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the list below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from the list below.

### Foundations of Psychology

Theories/significant contributors and concepts relating to *Foundations of Psychology* such as, nature of psychology, major goals in psychology, nature vs. nurture debate, historical and theoretical perspectives (e.g. psychoanalysis, behavioural, cognitive, humanistic, evolutionary etc.), key figures in psychology (e.g. Wundt, James, Freud, Pavlov, Watson, Skinner, Rogers, Bandura, Maslow), ethical issues, fields of psychology, overview of the steps of scientific research method, qualitative vs. quantitative data.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Foundations of Psychology* such as, ethics in research (e.g. animal ethics, use of deception), nature vs. nurture debate.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Foundations of Psychology* such as, values, worldview, culture, past experiences, biases.

Research methodology, approaches to data and communication conventions relating to *Foundations of Psychology* such as, a broad overview of psychological research and communication conventions, research ethics, design, reliability and validity of evidence, and referencing.

### Attitudes

Theories/significant contributors and concepts relating to *Attitudes* such as, tri-component model of attitudes, Katz (functions of attitudes), attitude formation and change (e.g. classical conditioning, operant conditioning, modelling, repeated exposure, mere exposure effect, persuasion, social learning theory), Festinger (cognitive dissonance), Zajonc, Ajzen and Fishbein (theory of reasoned action/ planned behaviour), La Piere, Kelman, Daryl (self-perception theory), communication of attitudes (e.g. verbal, non-verbal [facial cues, posture, gesture], paralanguage, interpersonal, proxemics, kinesics).

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Attitudes* such as, debates/discussions on contemporary issues, attitudes in popular culture, expression of attitudes via digital platforms, comparison of face to face attitudes vs. anonymous attitudes, advertising.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Attitudes* such as, consistency of attitudes (e.g. strength, accessibility, perceived control), personal perception, expectation, cognitive biases, social context (e.g. friends and family, culture, situational factors, technology).

Research methodology, approaches to data and communication conventions relating to *Attitudes* such as, measuring attitudes (e.g. qualitative vs. quantitative data, self-report methods, Likert scales, semantic differential scale), research ethics, design, reliability and validity of evidence, and referencing.

### Stereotypes and Prejudice

Theories/significant contributors and concepts relating to *Stereotypes and Prejudice* such as, definitions and types of prejudices, definitions and types of stereotypes (e.g. gender), benefits and costs of stereotypes (e.g. schemas, behaviour prediction, heuristics, xenophobia, homogeneity, distorted realities), functions of prejudice (e.g. scapegoating, in-group vs. out-group), discrimination (different ‘-isms’, direct and indirect), Robber’s Cave (Sherif), theories of prejudice (e.g. Fishbein and Ajzen, social learning theory, social identity theory, culture clash theory, field theory, social dissonance theory), stigma, modern prejudice (Pederson and Walker), Blue Eyes Brown Eyes Study (Elliot), reducing prejudice (e.g. inter-group contact, super-ordinate goals, mutual interdependence, sustained contact).

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Stereotypes and Prejudice* such as, genocide, historical and contemporary rights debates, experience of discrimination, contemporary racism in Australia (Meller).

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Stereotypes and Prejudice* such as, consistency of stereotypes and prejudice (e.g. strength, accessibility, perceived control), personal perception, expectation, cognitive biases, social context (e.g. friends and family, culture, situational factors, technology).

Research methodology, approaches to data and communication conventions relating to *Stereotypes and Prejudice* such as, measuring stereotypes and prejudice (e.g. qualitative vs. quantitative data, self-report methods, Likert scales, semantic differential scale), research ethics, design, reliability and validity of evidence, and referencing.

### Social Influence

Theories/significant contributors and concepts relating to *Social Influence* such as**,** conformity vs. individuality (the nature of, and need for), norms, compliance, obedience (Milgram), group vs. collective, conformity (Asch, Kelman, Jenness), social loafing, group think, group polarization (Le Bon), group formation, roles within groups (Zimbardo), leadership, pro-social behaviour and anti-social behaviour (Darley and Latane, instinct theory, empathy, altruism theory), deindividuation, status, types of power, aggression, social hierarchies, effects of power in groups, media violence, arousal, hostility, punishment, provocation, anonymity, diffusion of responsibility, social-loafing and effort, attention, size of group, normative influence, informational influence, cultural background, unanimity, persuasion, repetition of message, coercion, reciprocity norms, low-ball techniques, feigned scarcity, foot-in-the-door phenomenon.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Social Influence* such as, psychology of evil (Zimbardo), media examples of social conflict (e.g. rioting, protesting, looting, stampedes), war crimes, contemporary perceptions of authority, entitlement, cults (e.g. Jonestown, Heaven’s Gate), adherence to rules and laws in society, martyrdom, motivational speakers, media violence, ethics of social experiments, peer pressure.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Social Influence* such as, situational and dispositional factors, source, message, channel, receiver, persuasion techniques, effects of power in groups, media portrayals, arousal, hostility, punishment, provocation, anonymity, diffusion of responsibility, social-loafing and effort, attention, size of group, normative influence, informational influence, cultural background, unanimity, persuasion, repetition of message, coercion, reciprocity norms, low-ball techniques, feigned scarcity, foot-in-the-door phenomenon.

Research methodology, approaches to data and communication conventions relating to *Social Influence* such as, naturalistic vs. artificial research settings, deception, harm, research ethics, design, reliability and validity of evidence, and referencing.

### Organisational Psychology

Theories/significant contributors and concepts relating to *Organisational Psychology* such as, change model (Lewin), Hawthorne effect, motivation, rewards and punishment, goals, teamwork, leadership, authority, group polarization, peer pressure, social loafing, groupthink, forming and norming workplace groups and culture, deindividuation, autonomy, workplace stress management, Maslow, Holmes and Rahe.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Organisational Psychology* such as, autonomy in the workplace, workplace bullying, harassment, discrimination (e.g. ageism, sexism, racism), parents in the workplace, work-life balance, the use of psychological testing in the workplace, occupational health and safety issues, mental health, aesthetics and productivity, colour psychology (e.g. perceptions of people, brands and work spaces), marketing (e.g. branding).

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Organisational Psychology* such as, perception, leadership styles, reward schemes, group members and composition, personality types, workplace culture.

Research methodology, approaches to data and communication conventions relating to *Organisational Psychology* such as, psychometric testing in the workplace (e.g. RIASEC, MBTI, aptitude testing), research ethics, design, reliability and validity of evidence, and referencing.

### Criminal and Forensic Psychology

Theories/significant contributors and concepts relating to *Criminal Psychology* such as, definition of crime, perspectives on crime, breadth of criminal and forensic psychology, functions of a forensic and criminal psychologist, psychopathology, rational action/ rational choice theory, aggression, anti-social behaviour (Darley and Latane, instinct theory, empathy), eye witness testimony (Loftus), learning theories (e.g. classical and operant conditioning, social learning), nature vs. nurture, moral development (Kohlberg).

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Criminal Psychology* such as, crime and mental disability, psychometrics (e.g. intelligence testing, personality assessment), learning disabilities, value of prisons and rehabilitation, stereotyping and stigma, eyewitness testimony, use of neurological evidence, criminal responsibility (e.g. age, insanity plea), psychopaths and sociopaths.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Criminal Psychology* such as, nature vs. nurture, influences of family and environment, substance abuse, mental health, learning disabilities, age, competency.

Research methodology, approaches to data and communication conventions relating to *Criminal Psychology* such as, crime statistics, gathering evidence in criminal contexts, eyewitness testimony, research ethics, design, reliability and validity of evidence, and referencing.

### Human Relationships

Theories/significant contributors and concepts relating to *Human Relationships* such as, theories of love and attraction (e.g. Sternberg), interpersonal attraction, needs, power structures, physical attractiveness, perception (e.g. matching hypothesis, mere exposure effect, similarity), proxemics, role of communication, love languages, reciprocity, altruism, pro-social behaviour, bystander effect, attachment styles (childhood vs. adulthood), cultural similarities and differences, evolutionary perspectives, social exchange theory, cost-benefit in relationship decision making.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Human Relationships* such as, bullying, origins of violence, breakdown of relationships, building healthy relationships (e.g. counselling), grief and coping, support structures, dealing with change in relationships (e.g. honeymoon effect, divorce), long distance relationships, social networking, social media and relationships (e.g. online dating, online communication), arranged relationships (e.g. marriage, dating), relationships in the media (e.g. reality TV, public scrutiny), expectations, social expectations surrounding relationships (e.g. family structure), personality compatibility testing.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Human Relationships* such as, perception, attachment, temperament, environment, culture, nature vs. nurture, power, similarity, proximity, commitment, loyalty

Research methodology, approaches to data and communication conventions relating to *Human Relationships* such as, personality compatibility testing, research ethics, design, reliability and validity of evidence, and referencing.

## 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 learningis what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis 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.

# Negotiated Study Value 1.0

##### Negotiated Study a Value: 0.5

##### Negotiated Study b Value: 0.5

## Prerequisites

Students must have studied at least TWO standard 1.0 units from this course.

## Duplication of Content

Students undertaking a Negotiated Study, may study any elective that they have not previously studied.

## Unit Description

A negotiated 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. A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the principal’s approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

In this unit students will be able to investigate various electives not studied previously. This unit must incorporate an analysis of two electives drawn from any of the electives outlined in the course document that have not been studied.

There must be procedures and documentation that clearly outline decisions made as a result of the negotiation process. It is expected that decisions would be agreed within two weeks of the commencement of a unit of work and be published in the Unit Outline (Refer to section 4.3.6.1 Unit Outline). This then becomes the document from which students and teacher operate for that unit. Any further negotiation would be of a minor kind e.g. due dates of assessment tasks.

This unit examines the psychological perspective of the chosen elective (in consultation with the teacher). Students examine the chosen elective in-depth to explain human cognitions, emotions and/or behaviour. Students explore the assumptions, applications and limitations of psychological research and literature related to the chosen elective. Through their studies, students explore psychological research methodology with an emphasis on areas of special interest and value to the student. The assessment items and weightings for this unit are negotiated with the teacher and may include both formative (e.g. a journal, a literature review or regular discussion groups) and summative assessment (e.g. an experimental report, a research assignment or an oral presentation).

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A course | T course |
| * understand psychological models, theories and concepts | * understand psychological models, theories and concepts |
| * analyse observations and ideas related to human thoughts, emotions and behaviour | * analyse observations and ideas related to human thoughts, emotions and behaviour |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |
| --- | --- |
| A course | T course |
| Theories, concepts, principles, models and contemporary studies | |
| * analyse psychological theories, concepts, principles, models and contemporary studies (PSYA01) | * analyse psychological theories, concepts, principles, models and contemporary studies (PSYT01) |
|  | * analyse how psychological concepts and theories have developed over time (PSYT02) |
| * analyse and problem-solve human behaviour in the everyday world using psychological theory and principles (PSYA02) | * analyse and problem-solve human behaviour in the everyday world using psychological theory and principles (PSYT03) |
| Methodology and approaches to data | |
| * design investigations, including the procedure/s to be followed, the information required and the type and amount of primary and/or secondary data to be collected; and consider research ethics (PSYA03) | * design investigations, including the procedure/s to be followed, the information required and the type and amount of primary and/or secondary data to be collected; and consider research ethics (PSYT04) |
|  | * collect, record, classify, quantify and process data and information in organised, logical and ethical ways (PSYT05) |
|  | * analyse data to identify trends, patterns and relationships; describe sources of error, uncertainty, and limitations in data; and select, synthesise, and use evidence to make and justify conclusions (PSYT06) |
| Nature and purpose of Psychology | |
| * understand the nature of Psychology as the systematic study of human behaviour and mental processes (PSYA04) | * understand the nature of Psychology as the systematic study of human behaviour and mental processes (PSYT07) |
| * understand that the purpose of Psychology is to describe, explain, predict and control behaviour (PSYA05) | * understand that the purpose of Psychology is to describe, explain, predict and control behaviour (PSYT08) |
| * apply key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level (PSYA06) | * apply key psychological concepts, theories and methods to understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act at an individual, group and societal level (PSYT09) |

|  |  |
| --- | --- |
| A course | T course |
| **Perspectives, interpretation and evaluation** | |
| * analyse the validity and reliability of psychological –related information and opinions presented in the public domain   (PSYA07 | * evaluate the validity and reliability of psychological –related information and opinions presented in the public domain (PSYT10) |
| * analyse perspectives that shape our understanding of how humans think, feel and act at an individual, group and societal level (PSYA08) | * evaluate perspectives that shape our understanding of how humans think, feel and act at an individual, group and societal level (PSYT11) |
|  | * critique and predict alternative ways of thinking about behaviour, using an evidence-based approach (PSYT12) |
| Explanation and communication | |
| * communicate psychological information, ideas and research findings (PSYA09) | * communicate psychological information, ideas and research findings (PSYT13) |
| * use communication methods suitable for different audiences and purposes (PSYA10) | * use communication methods suitable for different audiences and purposes (PSYT14) |
| * use terminology, conventions and referencing of information sources appropriate to the medium of communication (PSYA12) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (PSYT15) |

## Electives

For a standard 1.0 unit, a student must study BOTH electives from the list below.

For a half-standard 0.5 unit, a student must study ONE elective from the list below.

### Advanced research methods

Theories/significant contributors and concepts relating to *advanced research methods* such as, qualitative and quantitative research methods and data, sampling designs, statistical analysis (e.g. measures of central tendency, standard deviation, correlation, outliers, effect sizes), experimental design (e.g. independent groups, repeated measures, matched pairs, etc), graphical representations of data, ethics, levels of measurement (nominal, ordinal, interval and ratio), objective and subjective approaches to collecting and presenting data, and non-experimental methods (e.g. interview, behavioural observations, case studies).

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *advanced research methods* such as, issues and problems associated with the research process, including ethical dilemmas both past and present.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *advanced research methods* such as, research design, subjectivity vs objectivity, reliability, validity, bias, extraneous variables and confounding variables.

Research methodology, approaches to data and communication conventions relating to *advanced research methods* such as, report writing conventions (abstract, introduction, methods, participants, materials, results, discussion, conclusions), research ethics, design, reliability and validity of evidence, and referencing.

### Research Project

The research project may draw content from one or more focus electives from the table below. The elective must not have been previously studied.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Individual Differences** | **Into the Mind** | **Psychology of Wellness** | **Psychology in Society** |
| Electives | * Foundations of Psychology * Mental abilities and intelligence * Personality * Developmental Psychology * Learning * Motivation | * Foundations of Psychology * Sensation and Perception * Consciousness * Memory * Emotion * Neuroscience | * Foundations of Psychology * Positive Psychology * Mental health * Stress, resilience and coping | * Foundations of Psychology * Attitudes * Stereotypes and prejudice * Social influence * Organisational Psychology * Criminal and forensic Psychology * Human relationships |

Theories/significant contributors and concepts relating to the specific content area of the chosen focus elective for this unit.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to the specific content area of the chosen focus elective for this unit.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to the specific content area of the chosen focus elective for this unit.

Research methodology, approaches to data and communication conventions relating to the specific content area of the chosen focus elective for this unit, research ethics, design, reliability and validity of evidence, and referencing.

## 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 learningis what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis 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, major, major/minor or double 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

For the Negotiated Study Unit (if applicable), students must have studied a minimum of two standard 1.0 units from this course.

### Arrangements for students continuing study in this course

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

## Duplication of Content Rules

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

## Guidelines for Delivery

### Program of Learning

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

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

### Content Descriptions

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

### Half standard 0.5 units

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

## Moderation

Moderation is a system designed and implemented to:

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

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

### The Moderation Model

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

### Moderation by Structured, Consensus-based Peer Review

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

### Preparation for Structured, Consensus-based Peer Review

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

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

### The College Course Presentation

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

* a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
* a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through memoranda and Information Papers.

### Visual evidence for judgements made about practical performances

### (also refer to BSSS Website Guidelines)

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

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

Teachers should consult the BSSS guidelines at:

<http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers>

for current information regarding all moderation requirements including subject specific and photographic evidence.

# Appendix B – Course Developers

|  |  |
| --- | --- |
| Name | College |
| Nicole Nunan | Burgmann Anglican School |
| Tamzin Oliver | Canberra Girls Grammar School |
| Antonella McCarthy | Hawker College |
| Prathiba Nagabhushan | St Mary Mackillop College |
| Julie Schofield | Trinity Christian School |

# 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 |
| 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.

A **negotiated study unit** makes provision for students, classes, groups or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment and achievement standards of 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

### Condition 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 to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au) by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| College: |  | | | | |
| Course Title: | Psychology | | | | |
| Classification/s: | A T M | | | | |
| Framework: | Behavioural Science 2015 | | | | |
| Dates of Course Accreditation: | | from | 2017 | to | 2021 |