Psychology

2019 Subject Outline | Stage 1 and Stage 2

For teaching
• in Australian and SACE International schools from January 2019 to December 2019
• in SACE International schools only, from May/June 2019 to March 2020
This subject outline is accredited for teaching at Stage 1 from 2010 and at Stage 2 from 2011
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INTRODUCTION

SUBJECT DESCRIPTION

Psychology is a 10-credit subject or a 20-credit subject at Stage 1, and a 10-credit subject or a 20-credit subject at Stage 2.

This subject sits between the life sciences and the humanities, with two consequences. First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws teachers and students whose backgrounds and interests lie both in the humanities and in the sciences.

Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of the scientific method. The study of Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (that is, observation, experimentation, and experience), this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

The distinctive benefits of studying Psychology derive from its subject matter. In general, the skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds.

Psychology also addresses the ways in which behaviour can be changed. It offers a means of liberation for both individuals and societies. It can help not only individuals who are in distress but also those who seek a more satisfying and fulfilling life. It offers a means for making society more cohesive, creative, and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies.

However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology. Students and teachers are referred to the guidelines below on ethical study and research.

An inquiry approach to psychology is suggested. This will enable students to define the scope of their learning by identifying investigable questions, designing their research using scientific approaches, collecting data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.
CAPABILITIES

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The five capabilities that have been identified are:

• communication
• citizenship
• personal development
• work
• learning.

The learning requirements focus on the capabilities for learning and communication, which support students to develop skills in acquiring, understanding, and applying psychological knowledge. As they develop an appreciation of the issues and ideas described in the content and learn to apply psychology in a broad, holistic manner, students develop the capabilities for citizenship and work. The learning requirements and content foster the capability for personal development by supporting the development of students’ opinions and self-concepts.

Communication

In this subject, students develop their capability for communication by, for example:

• communicating with specific audiences and for different purposes, using appropriate psychological terminology
• building and applying literacy and numeracy skills in psychology
• using information and communication technologies to gather, sort, analyse, and display data and information
• using various communication strategies for collaborative and independent learning.

Citizenship

In this subject, students develop their capability for citizenship by, for example:

• demonstrating an appreciation of the complexity of issues in psychology
• responsibly applying psychological principles in addressing community issues
• working ethically with others, taking into consideration their physical and emotional safety
• using the code of ethical practice in conducting research investigations to protect the privacy and dignity of participants
• recognising potential bias in research questions and methods
• recognising that cultural assumptions are inherent in much psychological knowledge and that their own cultural backgrounds may shape their views of the world.
Personal Development

In this subject, students develop their capability for personal development by, for example:

- understanding the behaviour of themselves and others, and being sensitive to differences
- making decisions about personal futures on the basis of an understanding of psychology and its role in the world
- understanding health and well-being through psychology
- understanding and applying persistence, reflective thinking, and self-evaluation through the study of psychology.

Work

In this subject, students develop their capability for work by, for example:

- applying and extending skills and competencies (including problem-solving, critical-thinking, and numeracy skills) relevant to employability in a range of career pathways, including those that are psychology-based
- participating responsibly and actively by applying safe and ethical work practices
- working and learning independently and collaboratively.

Learning

In this subject, students develop their capability for learning by, for example:

- understanding factors that affect thoughts, emotions, and behaviour
- accessing, organising, analysing, interpreting, and synthesising information gained from psychological responses
- applying knowledge of psychology and related skills appropriately to everyday experiences
- applying critical, innovative, and reflective thinking, inquiry, and problem-solving skills.

LITERACY IN PSYCHOLOGY

Students have opportunities to develop specific literacy skills through their learning in Psychology. These skills enable students to:

- communicate within and beyond the psychology community, using the terminology and conventions of psychology
- select and use formats appropriate for different audiences and purposes
- search for, organise, and record information from texts with relevance to psychology
- critically evaluate psychology as it is represented in research, the media, and popular contexts
- complete a content analysis of qualitative data
- acknowledge sources of information appropriately.
NUMERACY IN PSYCHOLOGY

Students have opportunities to develop specific numeracy skills through their learning in Psychology. These skills enable students to:

- process raw data into summary tables
- display data, using tables and graphs
- demonstrate an understanding of the measures of central tendency
- appreciate the information conveyed in standard deviations
- interpret data
- critically evaluate findings in light of the data presented
- predict trends and outcomes from the data collected
- analyse data in order to supply evidence for or against given proposals.

ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

In addition, teachers and students conducting any Board-approved research programs in Psychology must be aware of their responsibility to protect the privacy and dignity of participants. In any such activities, they must:

1. respect the dignity and well-being of participants, including their welfare, rights, beliefs, perceptions, customs, and cultural heritage
2. ensure that research is designed to maximise any benefits to participants and society and to minimise the risk of psychological, emotional, and physical harm or discomfort to participants
3. inform participants of the nature and purpose of the research and of any physical or psychological effects that may be expected
4. obtain voluntary written consent from participants and, if the participants are unable to give informed consent, from participants’ parents or legal guardians
5. protect any personal information that they may acquire by destroying or permanently removing all identifying elements
6. use data or test results only for the purpose for which consent has been obtained
7. respect the privacy of personal information that is disclosed during class activities, and discuss only summative data beyond the confines of the class
8. respect the right of individuals not to participate in or to withdraw from research at any time without explanation and without reprisal (where class participation is required, teachers must provide students with an equitable choice of activities)
9. inform participants of the results and conclusions of the research.

This code of ethical conduct in research for students and teachers of Psychology is derived from the basic principles in the following recognised guidelines for researchers:

- National Statement on Ethical Conduct in Human Research (2007 – Updated 2014) issued by the National Health and Medical Research Council (NHMRC) in accordance with the NHMRC Act 1992 (Cwlth), available from the NHMRC website (http://www.nhmrc.gov.au/guidelines/publications/e72)


Advice for Teachers

In certain topics, ethics are involved in the selection and presentation of information. Some methods of presenting information on eating disorders, for example, may encourage imitative behaviour. Teachers are often faced with situations requiring sensitivity in dealing with the personal circumstances of students. They need to be aware, however, of the additional potential difficulties that may arise with the teaching of Psychology, and of the ethical issues involved. In particular, teachers and students may acquire confidential information over the course of the subject. Teachers are accustomed to maintaining the confidentiality of information and showing respect for the individual differences between students in their classes; it is important that they insist on similar standards from their students.

Teachers of Psychology may be approached with requests for psychological services. It is important that they make the limits of their role clear to their students. Teachers should create a classroom environment that does not encourage the disclosure of highly sensitive information, since this is inappropriate and is likely to have adverse effects both on the person who makes the disclosure and on others in the class.

Although the study of Psychology provides insight into ourselves and others, students need to be reminded of the risks associated with applying limited knowledge to the resolution of complex problems and seeing problems where they do not exist. Some students may perceive that they, other students, or teachers of Psychology have knowledge and skills that they do not actually possess and may act on those perceptions. Teachers need to be aware of the community resources available to help with problems that may arise in class or that could be brought to the attention of students.

It is essential that teachers plan carefully and, where possible, avoid situations in which student discomfort might arise. Not all such situations can be foreseen because teachers cannot be aware of the personal backgrounds of all students. To help avoid situations in which student discomfort might arise, teachers should advise students about classroom activities in advance. Any student who is concerned that a particular activity might cause personal discomfort has the right to decline to participate in the activity without giving a reason. Such students should be provided with a relevant alternative activity.

Students may not always foresee that an activity will cause discomfort. Teachers need to ensure that the class environment allows students to feel free to withdraw from activities at any time without fear of reprisals or consequences. It is also important that students do not feel pressured to disclose information beyond their level of comfort. Any personal information disclosed in class must remain confidential. Information about other people that is used in class discussions or in student work must not allow the identification of any individual. The ethical considerations that apply to psychological investigations must be applied to class activities.
ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

• providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences

• recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society

• drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present

• promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.
Stage 1 Psychology
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Psychology.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups
2. analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
3. demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations
4. make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics
5. demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations
6. search for, record, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in different contexts
7. undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

In addition, students need to understand that psychological evidence, theories, and principles address four levels of explanation of human behaviour — biological, basic processes, person, and sociocultural. The biological level of explanation addresses the influence on behaviour of factors such as hormones, neurotransmitters, brain structures, and genetic inheritance. The basic processes level of explanation addresses the role of processes such as perception, cognition, and emotion that are common across individuals. The person level of explanation addresses individual differences between people, focusing on attributes such as intelligence and personality that combine basic psychological processes. The sociocultural level of explanation addresses the influence of other people and the cultural context in shaping behaviour.

These levels of explanation of behaviour are nested hierarchically because they relate to different scales of analysis (even though no level of explanation is more important than another). For example, the biological level of explanation is on a smaller scale of analysis than the basic processes level of explanation, which in turn is on a smaller scale of analysis than the person level of explanation. These nested levels of explanation complement each other so that a complete explanation of a given psychological phenomenon requires an explanation from all four perspectives.
Students demonstrate an understanding of these levels of explanation by identifying them in everyday experiences.

**PSYCHOLOGY INVESTIGATION SKILLS**

Certain skills in investigating and communicating should be well developed by Stage 2 Psychology. Students of Stage 1 Psychology should be made aware of these skills and given the opportunity to practise them.

Conceptual knowledge and understanding in Psychology are supported by inquiry into and the communication of psychological phenomena. Students undertake investigations based on psychological practices and principles and develop their knowledge and understanding in an organised, structured, and purposeful way.

Students make observations, develop investigable questions or testable hypotheses, collect, display, and analyse data, and present conclusions that are appropriate to the initial question or hypothesis. Data, information, and observations from these investigations provide the evidence for making decisions (e.g. conclusions, recommendations, and opinions).

Experiments are a part of investigations in Psychology.

Literacy and numeracy skills in psychology are developed by questioning, displaying, and analysing data, and by communicating outcomes.

Teachers assist students to develop a framework within which an investigation is undertaken. Frameworks developed around the assessment design criteria enable students to present the most suitable evidence of their learning.

**Communication**

A vast amount of information is available on any topic in psychology, and there are many ways to obtain this information. It is important, therefore, to learn and practise the techniques for obtaining and evaluating information.

In psychological research it is important that methods and results are open to scrutiny. This mainly requires the clear and accurate communication of the details of the research to other people. In this subject, communication skills may be assessed in a variety of formats, such as oral presentations, multimedia products, and reports of investigations or other written assignments.

Students develop their literacy skills in psychology by acquiring knowledge of specific terminology and its appropriate application, understanding contextual uses of data and concepts, and critically analysing information from different sources.
Skills
The ways in which investigation skills are expressed in psychology are set out in the table below on intended student learning. The extent of their development is expressed through the performance standards.

<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>Intended Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students should know and understand the following:</strong></td>
<td><strong>Students should provide evidence that they are able to do the following:</strong></td>
</tr>
<tr>
<td><strong>Purposes of Investigations</strong></td>
<td>Obtain information from different sources.</td>
</tr>
<tr>
<td>Understanding of a topic, issue, or question is enhanced, using information from different sources.</td>
<td>Identify key search words and phrases for a given topic.</td>
</tr>
<tr>
<td>Before undertaking an information search it is necessary to be familiar with search techniques, the way in which the information is structured, and the means of retrieving the information.</td>
<td>Use an information source (e.g. library catalogue, CD-ROM, or the Internet) to obtain information about a topic.</td>
</tr>
<tr>
<td><strong>Questions and Hypotheses</strong></td>
<td><strong>Formulate an investigable question or hypothesis.</strong></td>
</tr>
<tr>
<td>Investigable questions or hypotheses guide investigations.</td>
<td></td>
</tr>
<tr>
<td><strong>Designing Investigations</strong></td>
<td>Identify an investigation as experimental, quantitative observational, or qualitative.</td>
</tr>
<tr>
<td>Investigations in psychology can be experimental, quantitative observational, or qualitative.</td>
<td>Identify advantages and disadvantages of each type.</td>
</tr>
<tr>
<td>Many investigations involve the collaborative efforts of a team.</td>
<td>Negotiate the role of each member with the other members of a team.</td>
</tr>
<tr>
<td><strong>Variables</strong></td>
<td><strong>Classify the variables in an investigation as independent or dependent.</strong></td>
</tr>
<tr>
<td>The quantity being deliberately changed is called the ‘independent variable’. The quantity that changes as a result is called the ‘dependent variable’.</td>
<td>Identify any factors that are deliberately held constant throughout an investigation.</td>
</tr>
<tr>
<td>Other factors are held constant, if possible, throughout an investigation.</td>
<td></td>
</tr>
<tr>
<td><strong>Conducting Investigations</strong></td>
<td><strong>Provide reasons why experimental investigations are often used in psychological inquiries.</strong></td>
</tr>
<tr>
<td><strong>Experimental Design</strong></td>
<td>Suggest some advantages and disadvantages of gathering data in this way.</td>
</tr>
<tr>
<td>In experimental investigations, the investigator examines quantitative or qualitative data and manipulates the independent variable.</td>
<td></td>
</tr>
<tr>
<td><strong>Key Ideas</strong></td>
<td><strong>Intended Student Learning</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Students should know and understand the following:</strong></td>
<td><strong>Students should provide evidence that they are able to do the following:</strong></td>
</tr>
<tr>
<td><strong>Quantitative Observational</strong></td>
<td>Provide reasons why quantitative observational investigations are often used in psychological inquiries.</td>
</tr>
<tr>
<td>In quantitative observational investigations, the investigator collects quantitative data, relying on natural variations in the independent variable.</td>
<td>Suggest the advantages and disadvantages of gathering data in this way.</td>
</tr>
<tr>
<td><strong>Qualitative</strong></td>
<td>Suggest reasons why qualitative investigations are often used in psychological inquiries.</td>
</tr>
<tr>
<td>Qualitative investigations may use focus groups and the Delphi technique to generate data.</td>
<td>Identify some advantages and disadvantages of gathering data in this way.</td>
</tr>
<tr>
<td>The researcher interprets rich verbal data and observations, using subjective and/or objective language that is descriptive rather than quantitative.</td>
<td>Use content analysis to organise qualitative data into themes.</td>
</tr>
<tr>
<td><strong>Ethics</strong></td>
<td>Work ethically with others, taking into consideration their physical and emotional safety.</td>
</tr>
<tr>
<td>Ethical research is an integral aspect of psychology.</td>
<td>In conducting investigations, use the code of ethical practice to protect the privacy and dignity of participants.</td>
</tr>
<tr>
<td></td>
<td>Identify specific ethical issues that may have been breached in the conduct of an investigation.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an awareness of potential bias (gender, cultural, or other) in research questions and methods.</td>
</tr>
<tr>
<td>Some data collection techniques may cause physical discomfort.</td>
<td>Provide examples of data collection that may cause physical discomfort.</td>
</tr>
<tr>
<td>Some data collection may cause emotional discomfort.</td>
<td>Provide examples of data collection that may cause emotional discomfort.</td>
</tr>
<tr>
<td><strong>Information and Data</strong></td>
<td>Distinguish between quantitative and qualitative evidence.</td>
</tr>
<tr>
<td>Investigations yield evidence that may be quantitative or qualitative.</td>
<td>Present quantitative or qualitative data in an appropriate form.</td>
</tr>
<tr>
<td>Raw data may be summarised in a number of ways.</td>
<td>Plot a graph showing the dependent variable against an independent variable. Include a title, labelled axes, and appropriate scales and units.</td>
</tr>
<tr>
<td>Graphs are a useful way of displaying data. When a graph is plotted, the independent variable (or a quantity derived from it) is plotted horizontally and the dependent variable (or a quantity derived from it) is plotted vertically.</td>
<td></td>
</tr>
<tr>
<td>Key Ideas</td>
<td>Intended Student Learning</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Students should know and understand the following:</strong></td>
<td><strong>Students should provide evidence that they are able to do the following:</strong></td>
</tr>
<tr>
<td>Information obtained must be critically examined for accuracy and suitability for the purpose for which it was sought.</td>
<td>Evaluate information for bias, credibility, accuracy, and suitability.</td>
</tr>
<tr>
<td>The source of information must be recorded so that the information is accessible to others.</td>
<td>List the sources of the information, using an appropriate format.</td>
</tr>
</tbody>
</table>

**Interpretation and Evaluation**

- Careful observation in an investigation is essential for analysis and for comparison with other investigations.
- Reliability refers to the degree to which an investigation yields the same results under repeated conditions in which the phenomenon would not be expected to change.
- Reliability is achieved by minimising the effect of extraneous variables.
- The sampling method affects reliability.
- Validity refers to the degree to which an investigation design provides data that assess what it is intended to measure.
- Valid conclusions depend on gathering appropriate evidence.
- Critical evaluation of the procedure and results can improve subsequent investigations.
- A conclusion should be written at the end of each investigation.

**Communication**

- Communication in psychology uses specific terminology.
- All communication needs to be well structured, well organised, and clearly presented.
- Use specific terminology appropriate to the purpose of the communication.
- Present communications (oral, written, and multimedia) clearly and logically, using psychological concepts appropriate to the audience.
CONTENT

Psychology is a 10-credit subject or a 20-credit subject at Stage 1.

The following eight topics are offered in Stage 1 Psychology:

Compulsory Topic
- Introduction to Psychology

Option Topics
- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion
- Negotiated Topic (this may expand an existing topic or introduce a new area of study).

A 10-credit subject at Stage 1 consists of the compulsory topic ‘Introduction to Psychology’ and two option topics chosen to introduce students to the different levels of explanation of behaviour.

A study of a second and separate 10-credit subject at Stage 1 does not require a repeat study of ‘Introduction to Psychology’ and should consist of three option topics.

A 20-credit subject at Stage 1 consists of the compulsory topic ‘Introduction to Psychology’ and five option topics designed to allow students to study examples of each level of explanation, as well as to see how the four levels of explanation can be integrated in a single topic.

The following four levels of explanation of behaviour are used in psychology.

- The biological level of explanation, which focuses on the biological and chemical processes underlying behaviour. A biological level of explanation for interpersonal aggression, for example, might focus on the role played by hormones or activity in specific brain areas.

- The basic processes level of explanation, which focuses on the psychological processes that are universal (or at least very widespread) across humans. A basic processes level of explanation for interpersonal aggression, for example, might focus on the cognition and emotions that commonly precede it.

- The person level of explanation, which focuses on individual differences in behaviour. A person level of explanation for interpersonal aggression, for example, might focus on different levels of aggression displayed by persons with different types of personalities.

- The sociocultural level of explanation, which focuses on the influence that other people exert on behaviour by studying behaviour in social and cultural contexts. A sociocultural level of explanation for interpersonal aggression, for example, might focus on the role played by onlookers or on different levels or types of interpersonal aggression displayed in different cultures.

This subject outline aims to show that some option topics have a special richness in knowledge, research methods, and ethical considerations in relation to a particular level of explanation of behaviour. Through the study of such topics, students are provided with
in-depth illustrations of each level of explanation. Other option topics provide particularly good examples of the ways in which psychology integrates all four levels of explanation.

The list below shows the relationship between the option topics and the levels of explanation of behaviour:

<table>
<thead>
<tr>
<th>Level of Explanation</th>
<th>Option Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociocultural</td>
<td>Social Behaviour</td>
</tr>
<tr>
<td>Person</td>
<td>Intelligence</td>
</tr>
<tr>
<td>Basic processes</td>
<td>Cognition</td>
</tr>
<tr>
<td>Biological</td>
<td>Brain and Behaviour</td>
</tr>
<tr>
<td>Integration of levels</td>
<td>Human Psychological Development</td>
</tr>
<tr>
<td>Integration of levels</td>
<td>Emotion</td>
</tr>
</tbody>
</table>

At least one option topic must integrate all four levels of explanation. This requirement could be met by including one or both option topics that are designed to demonstrate the integration of levels of explanation (that is, Human Psychological Development, and Emotion). Another approach could be to design a topic that illustrates a particular level of explanation in such a way that all four levels of explanation are integrated. This may be done as a negotiated topic.

Descriptions of the compulsory topic, the six option topics, and the negotiated topic follow, including:

- an overview of each topic
- two to four key ideas that summarise knowledge on the topic and can be used to guide the selection of material
- suggested areas of learning that show some of the ways in which the four levels of explanation and key ideas may be approached.
Introduction to Psychology

This compulsory topic may be presented separately and then referred to within each of the option topics. It may also be embedded in approaches to learning about research methods in the option topics.

The topic introduces students to the four levels of explanation of behaviour (biological, basic processes, person, and sociocultural) that underlie all topics and provide coherence to the program.

Most of us hold beliefs about why people do what they do, the way they do it, and when and where they do it. Some of these beliefs must be accurate in at least some contexts; otherwise we could not interact effectively in society. Different individuals and different cultures, however, often hold very different beliefs about behaviour. Psychology offers ways to determine which of these beliefs apply to which people in which contexts. To do this, psychologists use a wide variety of research methods that enable research to be conducted with precision and to produce evidence that can be verified. Because all research with humans has ethical dimensions, ethical considerations are integral to psychological research.

Empirical investigations in psychology may be experimental, quantitative observational, or qualitative. An experiment is an investigation in which the experimenter is able to manipulate an independent variable and observe the changes in a dependent variable. Quantitative observational investigations involve the investigator collecting quantitative data by observing selected participants. Both experimental and quantitative observational investigations can be conducted under either controlled or ‘field’ conditions. In contrast, qualitative investigations are field-focused. These investigations are distinctive because the researcher is an explicit part of the investigation, interpreting observations using subjective and objective language that is descriptive rather than quantitative, and paying attention to predetermined criteria.

Psychology does not provide an understanding of all human behaviour or a means for resolving all problems associated with the human experience. For example, it does not address questions of good and evil. It is distinct from other areas of study that also address human behaviour. In particular, the study of psychology does not include psychiatry, which is a branch of medicine.

This compulsory topic outlines the types of questions addressed by psychology, the types of evidence used to answer those questions, and the means used to gain that evidence.

Key Ideas

- Psychology is distinct from other fields that study human behaviour.
- Empirical investigations in psychology may be experimental, quantitative observational, or qualitative.
- All investigation designs and methods for assessing psychological responses have advantages and disadvantages.
- All research involving humans has ethical dimensions.

Suggested Areas of Learning

- Boundaries of psychology
- Types of questions about human behaviour that can and cannot be answered by the collection of data; differences between scientific and common-sense explanations; the
types of questions asked in psychology; and the types of evidence used to answer these questions

- The three investigation designs used in psychology — experimental, quantitative observational, and qualitative; focus groups and the Delphi technique as examples of qualitative investigations; advantages and disadvantages of quantitative and qualitative investigations; and the difference in design between experimental investigations and quantitative observational investigations

- The three methods of assessing psychological responses — objective quantitative measures (e.g. physiological measures such as heart rate, behavioural counts, and scores on standardised intelligence tests), subjective quantitative measures (e.g. responses on checklists and rating scales, and scores on personality tests), and the qualitative assessment of data; content analysis of responses in focus groups; and awareness of the limitations of drawing conclusions from small or unrepresentative samples

- Introduction to statistics (instruction in statistics should be limited to simple graphical representations of data and the calculation of means; an explanation of the function of standard deviations and inferential statistics, however, will allow students to read original research with understanding)

- Ethical issues associated with psychological research and applications
Social Behaviour

Humans are social beings. The behaviour of individuals and groups influences, and is influenced by, others. Social influence is often a mundane, everyday phenomenon, but it can have dramatic effects. It can be reflected in courageous acts of defiance against unjust authority or in thousands, or hundreds of thousands, of people following the edicts of their leaders, even when these violate the followers’ moral values. Human social interaction reveals many paradoxes about what it is to be human. Some interactions are characterised by violence and aggression; others are characterised by selfless assistance to others.

The study of social behaviour includes the impact of the presence or absence of other people on the performance of tasks; conformity and obedience; group influence (e.g. group polarisation); aggression and altruism; and interpersonal attraction. This option topic focuses on conformity and obedience, and aggression and altruism.

Although social behaviour can be addressed at all four levels of explanation of behaviour, this option topic focuses on the sociocultural level. The emphasis is on explanations of social behaviour developed by social psychologists. In the example of aggression, however, there is an opportunity for students to study one phenomenon from different levels of explanation, which is particularly encouraged in a 10-credit subject.

Key Ideas

Knowledge and understanding should be relevant to the following key ideas:

- In particular social contexts, people engage in behaviour in which they would otherwise not participate (e.g. compliance or aggression).
- In particular social contexts, people do not engage in behaviour in which they would otherwise participate (e.g. helping or aggression).

Suggested Areas of Learning

- Concepts of conformity to group norms; obedience to authority; aggression and altruism; the functions that these serve and the factors that affect them; psychological principles concerning social behaviour; and the behaviour of self and other individuals within groups
- Psychological principles concerning social behaviour in everyday experiences and events (e.g. fundraising campaigns by charities, and everyday decision-making in groups) and in psychological interventions (e.g. bullying-prevention programs in schools and the workplace)
- Application of these psychological principles to social issues (e.g. war crimes, cult behaviour, domestic violence, and violence in sports) and/or personal growth (e.g. being able to identify contexts that exert pressure to conform, and applying techniques to resist this pressure when it is harmful)
- The investigation designs and methods of assessing psychological responses that are used to study social behaviour
- Ethical issues associated with research and applications in the area of social behaviour
Intelligence

The nature of intelligence has been hotly debated in psychology for over a century and experts still disagree on how best to describe and measure it. Despite this, each of us can provide an amateur definition of intelligence and each of us routinely assesses it in other people. This option topic explores why we appear to differ from each other in intelligence and what shapes and maintains these differences.

The study of intelligence includes many concepts of intelligence — psychometric approaches, the multiple intelligences approach, and more recent developments. It also includes the history of assessment of intelligence, how intelligence tests are constructed and evaluated, the main methods used today to assess intelligence, similarities and differences in intelligence, and extremes of intelligence and creativity. This option topic focuses on concepts of intelligence, the main methods used today to assess intelligence, and similarities and differences in intelligence.

Teachers must ensure that students do not have access to standardised psychological tests. Such tests are designed to be used only by trained psychologists. Scores from these tests are valid only if the items remain out of the public domain.

Although intelligence can be addressed at all four levels of explanation of behaviour, this option topic focuses on the person level.

Key Ideas

Knowledge and understanding should be relevant to the following key ideas:

- Intelligence is a socially and culturally constructed concept.
- Many different descriptions of the structure of intelligence have been proposed.
- Ways of measuring intelligence are linked to particular beliefs about its structure.
- In general, humans are more similar in intelligence than they are different.

Suggested Areas of Learning

- Concepts of intelligence; the main methods used today to assess intelligence; the difference between aptitude tests, achievement tests, and intelligence tests; and similarities and differences between individuals in intelligence
- Psychological principles concerning intelligence in everyday experiences and events (e.g. questions asked in job interviews, and interactions with people with an intellectual disability) and in psychological interventions (e.g. for intellectually gifted and/or intellectually disabled individuals in careers counselling)
- The application of these psychological principles to social issues (e.g. use and abuse of intelligence test scores, eugenics and Australian law, concerns about the outcome of human cloning, and how Australia can become a ‘clever country’) and/or personal growth (e.g. through increased awareness of one’s own intellectual strengths and limitations)
- The investigation designs and methods of assessing psychological responses that are used to study intelligence
- Ethical issues associated with research and applications in the area of intelligence
Cognition

Cognition refers to mental processes involved in acquiring, storing, retrieving, and using knowledge. We spend almost every waking minute engaged in cognition: attending to some things rather than others, and planning what to do next; solving everyday problems; retrieving words and information from our memories; and framing ways to make ourselves understood by others. Each of these is a complex process, yet we often seem to do them effortlessly and simultaneously. How is this possible?

Cognition includes internal processes and representations (e.g. attention, thinking, and memory) and language. These cognitive processes work together to determine how we make sense of the information we receive and how effective we are in the world. This option topic focuses on thinking and memory. Thinking refers to internal representations of events and the way these are manipulated. Memory refers to the retention of learning and experience. Like thinking, remembering is an active process and is influenced by other psychological processes.

Although cognition can be addressed at all four levels of explanation of behaviour, this option topic focuses on the basic processes level.

Key Ideas

Knowledge and understanding should be relevant to the following key ideas:

- Thinking and memory are active processes.
- Both remembering and forgetting can be adaptive.
- Different ways of thinking and remembering are effective in different contexts.
- Thinking and memory are influenced by other psychological processes.

Suggested Areas of Learning

- Key psychological principles relating to the nature of memory; the reasons for forgetting; different ways of thinking; and the variety of ways in which knowledge can be represented
- Psychological principles concerning cognition in everyday experiences and events (e.g. memory of childhood, trying to remember a shopping list, and trying to solve a riddle) and in psychological interventions (e.g. psychoanalytic techniques, cognitive therapy, and interventions for persons with impaired memory)
- Application of these psychological principles to social issues (e.g. false convictions based on inaccurate eyewitness testimony, and the status of recovered memories) and/or personal growth (e.g. increasing the effectiveness of the student’s study techniques and problem-solving ability, and greater insight into one’s own thinking processes)
- The investigation designs and methods of assessing psychological responses that are used to study cognition
- Ethical issues associated with research and applications in the area of cognition
Brain and Behaviour

Our biological make-up contributes to the way in which we experience our environment and the ways in which we behave. Understanding the relationship between the brain and behaviour helps students to appreciate the possibilities and limitations of being human.

The study of brain and behaviour includes the structure and function of the different types of cells that make up the central nervous system, the relationship between behaviour and brain structure, the ways in which the pituitary gland influences behaviour, and the role of neurotransmitters. This option topic focuses on the relationship between behaviour and brain structure, and the relationship between behaviour and neurotransmitters.

Although brain and behaviour can be addressed at all four levels of explanation of behaviour, this option topic focuses on the biological level.

Key Ideas

Knowledge and understanding should be relevant to the following key ideas:

- Biology influences behaviour.
- Behaviour influences biology.

Suggested Areas of Learning

- Localisation of function in the human brain; lateralisation of function in the human brain; the principles of neural transmission; and the most common neurotransmitters
- Psychological principles concerning brain and behaviour in everyday experiences and events (e.g. headaches, and the behavioural effects of ‘recreational’ drugs such as caffeine and alcohol) and in psychological interventions (e.g. the rehabilitation of people with brain injuries)
- Application of these psychological principles to social issues (e.g. reducing the road toll, and the use of drug therapy for some mental illnesses) and/or personal growth (e.g. the impact of recreational and prescription drugs on behaviour, thoughts, and emotions)
- The investigation designs and methods of assessing psychological responses that are used to study the brain and how it works
- Ethical issues associated with research and applications in the area of brain and behaviour
Human Psychological Development

Change is an essential quality of all living things. Although developmental psychologists study the same domains as other psychologists (e.g. cognition and social interaction), they are distinctive in focusing on the process of change. Knowledge of developmental processes helps us to understand the changes that have taken place and continue to take place in ourselves and others and can therefore improve self-understanding and interpersonal relations. The popularisation of knowledge about human psychological development has influenced both our individual and societal beliefs about children and shaped our laws, institutions, and the kinds of services that we provide for children.

Because of their focus on change, developmental psychologists use a special range of investigation designs (e.g. longitudinal and cross-sectional designs).

Humans are capable of psychological development over their lifespan. This option topic focuses, however, on psychological development during childhood and adolescence. It examines the ways in which individuals and their relationships with others change over this period. Students come to see how an understanding of a psychological phenomenon requires the integration of all four levels of explanation of behaviour.

Key Ideas

Knowledge and understanding should be relevant to the following key ideas:

• Many developmental processes are universal across the human species.
• Despite this, developmental outcomes for particular children differ because the processes take place during a unique interaction between biological factors, basic psychological processes, personal characteristics, and the social, cultural, and physical environment of each child.
• The timing of events in human psychological development is of central importance.

Suggested Areas of Learning

• The relationships between biological, basic processes, person, and sociocultural changes during human psychological development (There are several ways to approach this learning. Students might relate changes in the central nervous system that take place during early childhood to theories of cognitive development and to the development in children’s social cognition, such as their understanding of friendship; or they might relate physical changes occurring at puberty to the development of intimate relationships during adolescence and to Erikson’s theory of personality development during adolescence.)
• Psychological principles concerning human psychological development in everyday experiences and events (e.g. film classifications and the organisation of schooling systems) and in psychological interventions (e.g. social skills training for children and bereavement counselling for children)
• The application of these psychological principles to social issues (e.g. how best to promote the development of children and to prepare the next generation) and/or personal growth (e.g. the ways in which students have helped to shape their own development)
• The investigation designs and methods of assessing psychological responses that are used to study human psychological development
• Ethical issues associated with research and applications in the area of human psychological development
Emotion

Can you remember a time when you barely escaped an accident or the first time you ever had to speak in front of an audience? You may be able to remember your mouth feeling dry, your hands sweating, the thoughts that flashed through your mind, or being unable to think. You may remember that other people who went through the same experience reacted differently. You may think that you would have reacted differently if the audience had been made up of other people or if the accident had happened when you were alone or with friends. These are the biological, basic processes, person, and sociocultural dimensions of emotion.

This option topic allows students to see how an understanding of a psychological phenomenon — emotion — requires the integration of all four levels of explanation of behaviour.

Key Ideas

Knowledge and understanding should be relevant to the following key ideas:

- Our emotions are associated with changes in our bodies.
- In general, individuals differ in the intensity, but not the range, of emotions they experience.
- Facial expressions of emotions are universal across the human species.
- Behavioural expressions of emotions and judgments about their acceptability differ across cultures.

Suggested Areas of Learning

- The relationships between biological, basic processes, person, and sociocultural dimensions of emotion (This learning can be approached in several ways. Students might relate changes in the body that take place during emotion to changes in cognition, or they might relate differences in behavioural expressions of emotion to gender, personality, and/or cultural context.)
- Psychological principles concerning emotion in everyday experiences and events (e.g. the manipulation of emotions in advertising) and in psychological interventions (e.g. anger management programs and bereavement counselling)
- The application of these psychological principles to social issues (e.g. road rage, speeding, and drug taking) and/or personal growth (e.g. recognising and managing one’s own emotions, and recognising different behavioural expressions of emotions across cultures and the importance of this in cross-cultural understanding)
- The investigation designs and methods of assessing psychological responses that are used to study emotion
- Ethical issues associated with research and applications in the area of emotion
Negotiated Topic

Students may be given the opportunity to negotiate an alternative option topic. This could involve expanding an existing option topic or introducing a new area of study. The negotiated topic cannot replace the ‘Introduction to Psychology’ topic.

In constructing a negotiated topic, teachers and students must address the principles that underlie the existing topics. This means that the negotiated topic should provide insight into psychological perspectives on the world and illustrate one or more of the four levels of explanation of behaviour.

Key Ideas

Four key ideas are recommended.

Suggested Areas of Learning

The suggested areas of learning should allow students to interact with the above aspects and the selected key ideas.
ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Psychology:
- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:
- at least one group investigation and at least one issues investigation for the folio
- at least two skills and applications tasks.

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:
- at least two group investigations and at least two issues investigations for the folio
- at least four skills and applications tasks.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:
- clarify for the student what he or she needs to learn
- design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:
- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:
- investigation
- analysis and evaluation
- application
- knowledge and understanding.
The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

**Investigation**

The specific features are as follows:

I1 Development of a psychology investigation proposal.
I2 Selection and acknowledgment of information about psychology and issues in psychology from different sources.
I3 Understanding and use of ethical research practices.
I4 The obtaining, recording, and display of findings of investigations, using appropriate conventions and formats.

**Analysis and Evaluation**

The specific features are as follows:

AE1 Analysis of the behaviour of individuals and groups of people in different contexts.
AE2 Evaluation of procedures, with suggestions for improvement.
AE3 Analysis and evaluation of psychological evidence to formulate relevant conclusions.

**Application**

The specific features are as follows:

A1 Application of psychological concepts and evidence from investigations to new and familiar contexts.
A2 Application of appropriate psychological terms.
A3 Demonstration of skills in individual work and teamwork.

**Knowledge and Understanding**

The specific features are as follows:

KU1 Demonstration of knowledge and understanding of psychological concepts and ethical considerations.
KU2 Use of knowledge of psychology to understand and explain behaviours.
KU3 Communication of knowledge and understanding of psychology in different contexts, using different formats.
SCHOOL ASSESSMENT

Assessment Type 1: Investigations Folio

For a 10-credit subject, students undertake at least one group investigation and at least one issues investigation to include in the folio.

For a 20-credit subject, students undertake at least two group investigations and at least two issues investigations to include in the folio.

Investigations provide students with the opportunity to inquire into aspects of psychology through practical investigation or by selecting, analysing, and interpreting data and information.

As students gather information they learn to pose questions about the world around them. They use their observations and gather data and information to generate evidence, which enables them to construct reasonable explanations in response to these questions and to develop a better understanding of themselves and their environment.

Group Investigation

The group investigation is intended to give students insight into the design and ethical considerations involved in psychological research. Students formulate a question, work collaboratively, demonstrate an understanding of ethical practices, present data in tables and graphs, analyse data and draw conclusions, and evaluate the investigation.

The group investigation comprises three stages:

• proposal development
• data analysis
• report writing.

Collaboration is involved in the first two stages only.

In the proposal development stage, each group considers the data generated by any one of a variety of research programs available to teachers on the SACE website (www.sace.sa.edu.au). For ethical reasons, these research programs are the only ones that should be undertaken by the class.

Each group constructs a question that can be addressed by the data. Teachers are encouraged to help groups to construct a question. Each group’s proposal must identify:

• the question to be addressed
• how the data can be used to address the question.

Once the teacher has approved a group’s proposal, the group proceeds with data analysis. Groups should explore alternative ways of appropriately selecting and presenting relevant quantitative or qualitative data. This may include statistical calculations or the content analysis of data.

Following data analysis, each student presents a report. Teachers may allow students to negotiate an alternative format for the presentation of the report (e.g. a debate, an oral report, a video, or a multimedia product such as a PowerPoint presentation).

Issues Investigation

Students investigate one or more aspects of psychology that affect themselves or society. They access information from different sources, analyse their findings, critically evaluate the evidence, and develop and explain their conclusions.
Suggested formats for presentation include:
• an individual or collaborative oral presentation
• a debate
• a multimedia product.

The format of an issues investigation report should be negotiated with the teacher. It should be a maximum of 750 words if written or a maximum of 5 minutes for an oral presentation, or the equivalent in multimedia form.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
• investigation
• analysis and evaluation
• application
• knowledge and understanding.

For more information about conducting investigations, refer to the ‘Psychology Investigation Skills’ section in Learning Scope and Requirements.

Assessment Type 2: Skills and Applications Tasks

For a 10-credit subject, students undertake at least two skills and applications tasks. At least one skills and applications task should be under the direct supervision of the teacher. The supervised setting should be appropriate to the task.

For a 20-credit subject, students undertake at least four skills and applications tasks. At least two skills and applications tasks should be under the direct supervision of the teacher. The supervised setting should be appropriate to the task.

Through skills and applications tasks, students are challenged to make links between different learnings. Students could be set a task that allows them to use what they have learnt in Psychology in association with the skills or knowledge they have acquired in another subject.

Skills and applications tasks may include:
• a multimedia product
• an oral presentation
• a demonstration
• participation in a debate
• an extended response
• a video or audio recording
• a written assignment
• a historical study
• short-answer questions
• a response to text(s)
• an information search
• an evaluation of research
• a case study
• a study of the ethics of psychological research or practice.
Students could be asked to design an investigation to test a hypothesis, and to defend the design (but not to conduct the investigation).

For skills and applications tasks, students may be given a scenario and asked to apply psychological ideas, skills, concepts, and understanding from a particular topic to show how human well-being and fulfilment can be improved. The scenario could involve improvement for a society (e.g. reducing prejudice), a group (e.g. improving family relationships), or an individual (e.g. improving study skills). Scenarios should allow students to draw on applications discussed in class when framing their answers.

A skills and applications task may be set in a number of ways. It may be done as a timed assessment in which students are required to make suggestions at short notice. Alternatively, students could be given time to research solutions and asked to use this knowledge to describe proposals in a set time. Another strategy could give students time in which to prepare a report or a presentation on a scenario.

Skills and applications tasks may be undertaken individually or collaboratively. When the task is undertaken collaboratively, assessment may be at the group and/or individual level.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- investigation
- analysis and evaluation
- application
- knowledge and understanding.

**PERFORMANCE STANDARDS**

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).
# Performance Standards for Stage 1 Psychology

<table>
<thead>
<tr>
<th>Investigation</th>
<th>Analysis and Evaluation</th>
<th>Application</th>
<th>Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
<td><strong>C</strong></td>
<td><strong>D</strong></td>
</tr>
<tr>
<td>Develops a logical, coherent, and detailed psychology investigation proposal.</td>
<td>Uses perceptive and thorough analytical skills to examine the behaviour of individuals and groups of people in different contexts.</td>
<td>Applies psychological concepts and evidence from investigations to suggest solutions to complex problems in new and familiar contexts.</td>
<td>Consistently demonstrates a deep and broad knowledge and understanding of a range of psychological concepts and ethical considerations.</td>
</tr>
<tr>
<td>Critically and logically selects and consistently and appropriately acknowledges information about psychology and issues in psychology from a range of sources.</td>
<td>Logically evaluates procedures and suggests a range of appropriate improvements.</td>
<td>Uses appropriate psychological terms highly effectively.</td>
<td>Uses knowledge of psychology perceptively and logically to understand and explain behaviours.</td>
</tr>
<tr>
<td>Clearly understands and consistently uses well-organised, ethical research practices.</td>
<td>Systematically analyses and evaluates psychological evidence to formulate logical and highly relevant conclusions.</td>
<td>Demonstrates initiative in applying constructive and focused individual and collaborative work skills.</td>
<td>Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and highly effectively.</td>
</tr>
<tr>
<td>Obtains, records, and displays findings of investigations, using appropriate conventions and formats accurately and highly effectively.</td>
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</tbody>
</table>

<p>| <strong>B</strong>         | | | |
| Develops a well-considered and clear psychology investigation proposal. | Uses clear and well-organised analytical skills to examine the behaviour of individuals and groups of people in different contexts. | Applies psychological concepts and evidence from investigations to suggest solutions to problems in new and familiar contexts. | Demonstrates some depth and breadth of knowledge and understanding of a range of psychological concepts and ethical considerations. |
| Logically selects and appropriately acknowledges information about psychology and issues in psychology from different sources. | Evaluates procedures and suggests some appropriate improvements. | Uses appropriate psychological terms effectively. | Uses knowledge of psychology logically to understand and explain behaviours. |
| Understands and consistently uses ethical research practices. | Uses mostly logical analysis and evaluation of psychological evidence to formulate consistent and relevant conclusions. | Applies mostly constructive and focused individual and collaborative work skills. | Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and effectively. |
| Obtains, records, and displays findings of investigations, using appropriate conventions and formats mostly accurately and effectively. | | | |</p>
<table>
<thead>
<tr>
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<th>Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Develops a considered and generally clear psychology investigation proposal. Selects with some focus, and mostly appropriately acknowledges, information about psychology and issues in psychology from different sources. Generally understands and uses ethical research practices. Obtains, records, and displays findings of investigations, using generally appropriate conventions and formats with some errors but generally accurately and effectively.</td>
<td>Uses generally organised analytical skills to examine the behaviour of individuals and groups of people in different contexts. Evaluates some procedures in psychology and suggests some improvements that are generally appropriate. Analyses and evaluates psychological evidence to formulate simple and generally relevant conclusions. Applies psychological concepts and evidence from investigations to suggest some solutions to basic problems in new or familiar contexts. Uses generally appropriate psychological terms, with some general effectiveness. Applies generally constructive individual and collaborative work skills.</td>
<td>Demonstrates knowledge and understanding of a general range of psychological concepts and ethical considerations. Uses knowledge of psychology with some logic to understand and explain behaviours. Uses different formats to communicate knowledge and understanding of psychology in different contexts with some general effectiveness.</td>
</tr>
<tr>
<td>D</td>
<td>Prepares the outline of a psychology investigation proposal. Selects and may partly acknowledge one or more sources of information about psychology or an issue in psychology. Identifies and attempts to use some ethical research practices. Obtains, records, and displays findings of investigations, using conventions and formats inconsistently, with occasional accuracy and effectiveness.</td>
<td>Describes basic behaviour of individuals and groups of people in different contexts. For some procedures, identifies improvements that may be made. Attempts to extract meaning from psychological evidence and to formulate a simple conclusion that may be relevant. Applies some evidence to describe some basic problems and identify one or more simple solutions, in familiar contexts. Attempts to use some psychological terms that may be appropriate. Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work.</td>
<td>Demonstrates some basic knowledge and partial understanding of psychological concepts and ethical considerations. Identifies and explains some psychological information that is relevant to understanding and explaining behaviours. Communicates basic information about psychology to others, using one or more formats.</td>
</tr>
<tr>
<td>E</td>
<td>Identifies a simple psychology investigation proposal. Identifies a source of information about psychology or an issue in psychology. Pays limited attention to ethical research practices. Attempts to record and display some descriptive information about an investigation, with limited accuracy or effectiveness.</td>
<td>Acknowledges that individuals and groups of people may behave differently in different contexts. Acknowledges the need for improvements in one or more procedures. Attempts to organise some limited evidence. Identifies a basic problem and attempts to identify a solution in a familiar context. Uses some psychological terms. Shows emerging skills in individual and collaborative work.</td>
<td>Demonstrates some limited recognition and awareness of psychological concepts and ethical considerations. Shows an emerging understanding that some psychological information is relevant to explaining behaviours. Attempts to communicate information about psychology.</td>
</tr>
</tbody>
</table>
ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
See the ‘Ethical Study and Investigation’ section in the Introduction for information on ethical study and research procedures in Psychology, including advice for teachers.
Stage 2 Psychology
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Psychology.

In this subject, students are expected to:
1. explain the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups of people
2. analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
3. demonstrate an understanding of ethical research by undertaking and evaluating guided investigations
4. make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and by presenting particular points of view, giving examples of the thinking and reasoning behind them
5. demonstrate organisation and critical reflection in the application of psychological principles, taking into account ethical considerations
6. search for, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in a range of contexts
7. undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

In addition, students need to understand that psychological evidence, theories, and principles address four levels of explanation of human behaviour — the biological, basic processes, person, and sociocultural levels. The biological level of explanation addresses the influence on behaviour of factors such as hormones, neurotransmitters, brain structures and genetic inheritance. The basic processes level of explanation addresses the role of processes such as perception, cognition, and emotion that are common across individuals. The person level of explanation addresses individual differences between people, focusing on attributes such as intelligence and personality that combine basic psychological processes. The sociocultural level of explanation addresses the influence of other people and the cultural context in shaping behaviour.

These levels of explanation of behaviour are nested hierarchically because they relate to different scales of analysis (even though no level of explanation is more important than another). For example, the biological level of explanation is on a smaller scale of analysis than the basic processes level of explanation, which in turn is on a smaller scale of analysis than the person level of explanation. These nested levels of explanation complement each other so that a complete explanation of a given psychological phenomenon requires an explanation from all four perspectives.
Students demonstrate an understanding of these levels of explanation by identifying them in everyday experiences.

**PSYCHOLOGY INVESTIGATION SKILLS**

Conceptual knowledge and understanding in Psychology are supported by inquiry into and the communication of psychological phenomena. Students undertake investigations based on psychological practices and principles and develop their knowledge and understanding in an organised, structured, and purposeful way.

Students make observations, develop investigable questions or testable hypotheses, collect, display, and analyse data, and present conclusions that are appropriate to the initial question or hypothesis. Data, information, and observations from these investigations provide the evidence for making decisions (e.g. conclusions, recommendations, and opinions).

Experiments are a part of investigations in Psychology.

Literacy and numeracy skills in psychology are developed by questioning, displaying, and analysing data and by communicating outcomes.

Teachers assist students to develop a framework within which an investigation is undertaken. Frameworks developed around the assessment design criteria enable students to present the most suitable evidence of their learning.

**Communication**

A vast amount of information is available on any topic in psychology, and there are many ways to obtain this information. It is important, therefore, to learn and practise the techniques for obtaining and evaluating information.

In psychological research it is important that methods and results are open to scrutiny. This mainly requires the clear and accurate communication of the details of the research to other people. In this subject, communication skills may be assessed in a variety of formats, such as oral presentations, multimedia products, and reports of investigations or other written assignments.

Students develop their literacy skills in psychology by acquiring knowledge of specific terminology and its appropriate application, understanding contextual uses of data and concepts, and critically analysing information from different sources.
Skills

The ways in which investigation skills are expressed in psychology are set out in the table below on intended student learning. The extent of their development is expressed through the performance standards.

<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>Intended Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students should know and understand the following:</strong></td>
<td><strong>Students should provide evidence that they are able to do the following:</strong></td>
</tr>
<tr>
<td><strong>Purposes of Investigations</strong></td>
<td></td>
</tr>
<tr>
<td>Understanding of a topic, issue, or question is enhanced, using information from different sources.</td>
<td>Obtain information from different sources.</td>
</tr>
<tr>
<td>Before undertaking an information search it is necessary to be familiar with search techniques, the way in which the information is structured, and the means of retrieving the information.</td>
<td>Identify key search words and phrases for a given topic. Use an information source (e.g. library catalogue, CD-ROM, or the Internet) to obtain information about a topic.</td>
</tr>
<tr>
<td><strong>Questions and Hypotheses</strong></td>
<td></td>
</tr>
<tr>
<td>Investigable questions or hypotheses guide investigations.</td>
<td>Formulate an investigable question or hypothesis.</td>
</tr>
<tr>
<td><strong>Designing Investigations</strong></td>
<td></td>
</tr>
<tr>
<td>Investigations in psychology can be experimental, quantitative observational, or qualitative.</td>
<td>Identify an investigation as experimental, quantitative observational, or qualitative. Identify advantages and disadvantages of each type.</td>
</tr>
<tr>
<td>Many investigations involve the collaborative efforts of a team.</td>
<td>Negotiate the role of each member with the other members of a team.</td>
</tr>
<tr>
<td><strong>Variables</strong></td>
<td></td>
</tr>
<tr>
<td>The quantity being deliberately changed is called the ‘independent variable’. The quantity that changes as a result is called the ‘dependent variable’.</td>
<td>Classify the variables in an investigation as independent or dependent. Identify any factors that are deliberately held constant throughout an investigation.</td>
</tr>
<tr>
<td>Other factors are held constant, if possible, throughout an investigation.</td>
<td></td>
</tr>
<tr>
<td><strong>Conducting Investigations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Experimental Design</strong></td>
<td>Provide reasons why experimental investigations are often used in psychological inquiries. Suggest some advantages and disadvantages of gathering data in this way.</td>
</tr>
<tr>
<td>In experimental investigations, the investigator examines quantitative or qualitative data and manipulates the independent variable.</td>
<td></td>
</tr>
</tbody>
</table>
### Key Ideas

**Students should know and understand the following:**

#### Quantitative Observational

In quantitative observational investigations, the investigator collects quantitative data, relying on natural variations in the independent variable.

#### Qualitative

Qualitative investigations may use focus groups and the Delphi technique to generate data.

The researcher interprets rich verbal data and observations, using subjective and/or objective language that is descriptive rather than quantitative.

#### Ethics

Ethical research is an integral aspect of psychology.

### Intended Student Learning

**Students should provide evidence that they are able to do the following:**

Provide reasons why quantitative observational investigations are often used in psychological inquiries.

Suggest the advantages and disadvantages of gathering data in this way.

Suggest reasons why qualitative investigations are often used in psychological inquiries.

Identify some advantages and disadvantages of gathering data in this way.

Use content analysis to organise qualitative data into themes.

Work ethically with others, taking into consideration their physical and emotional safety.

In conducting investigations, use the code of ethical practice to protect the privacy and dignity of participants.

Identify specific ethical issues that may have been breached in the conduct of an investigation.

Demonstrate an awareness of potential bias (gender, cultural, or other) in research questions and methods.

Provide examples of data collection that may cause physical discomfort.

Provide examples of data collection that may cause emotional discomfort.

Distinguish between quantitative and qualitative evidence.

Present quantitative or qualitative data in an appropriate form.

Plot a graph showing the dependent variable against an independent variable. Include a title, labelled axes, and appropriate scales and units.

---

Some data collection techniques may cause physical discomfort.

Some data collection may cause emotional discomfort.

**Information and Data**

Investigations yield evidence that may be quantitative or qualitative.

Raw data may be summarised in a number of ways.

Graphs are a useful way of displaying data. When a graph is plotted, the independent variable (or a quantity derived from it) is plotted horizontally and the dependent variable (or a quantity derived from it) is plotted vertically.
### Key Ideas

**Students should know and understand the following:**

- Information obtained must be critically examined for accuracy and suitability for the purpose for which it was sought.
- The source of information must be recorded so that the information is accessible to others.

### Intended Student Learning

**Students should provide evidence that they are able to do the following:**

- Evaluate information for bias, credibility, accuracy, and suitability.
- List the sources of the information, using an appropriate format.

---

#### Interpretation and Evaluation

- Careful observation in an investigation is essential for analysis and for comparison with other investigations.
- Reliability refers to the degree to which an investigation yields the same results under repeated conditions in which the phenomenon would not be expected to change.
- Reliability is achieved by minimising the effect of extraneous variables.
- The sampling method affects reliability.
- Validity refers to the degree to which an investigation design provides data that assess what it is intended to measure.
- Valid conclusions depend on gathering appropriate evidence.
- Critical evaluation of the procedure and results can improve subsequent investigations.
- A conclusion should be written at the end of each investigation.

#### Communication

- Communication in psychology uses specific terminology.
- All communication needs to be well structured, well organised, and clearly presented.

### Intended Student Learning

- Describe a pattern observed in the results of an investigation.
- Demonstrate an understanding that the effect of extraneous variables can be minimised by appropriate test design.
- Explain why random sampling increases reliability.
- Demonstrate an understanding of appropriate investigation design.
- Make and record careful and honest observations and measurements in an investigation.
- Analyse and evaluate an investigation and identify strengths and weaknesses. Suggest possible improvements.
- Write a conclusion that is based on the results of an investigation and related to the question posed in, or the hypothesis of, the investigation.
- Use specific terminology appropriate to the purpose of the communication.
- Present communications (oral, written, and multimedia) clearly and logically, using psychological concepts appropriate to the audience.
CONTENT

Psychology is a 10-credit subject or a 20-credit subject at Stage 2.

The following six topics are offered in Stage 2 Psychology:

- Introduction to Psychology (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

A 10-credit subject consists of the compulsory topic ‘Introduction to Psychology’ and two other topics.

For a 20-credit subject, all six topics must be explored.

Stage 2 Psychology is an evidence-based subject in which ethical issues have a central place. The topic ‘Introduction to Psychology’ is designed specifically to introduce students to these ideas. It may be taught as a stand-alone topic and referred to within each topic, or embedded in the other topics.

Stage 2 Psychology is designed around four levels of explanation of behaviour:

- The biological level of explanation, which focuses on the biological and chemical processes underlying behaviour. A biological perspective on the phenomenon of sleep, for example, might focus on the physiological changes in the body through the various stages of sleep.
- The basic processes level of explanation, which focuses on the psychological processes that are universal (or at least very widespread) across humans. A basic processes perspective on sleep, for example, might focus on humans’ relatively poor memory for dreams, or the cognitive processes that prevent adults from falling out of bed as they move while asleep.
- The person level of explanation, which focuses on individual differences in behaviour. A person perspective on sleep, for example, might focus on individual differences — morning versus evening people, age differences, possible sleep disorders — that differentiate between people with different sleep patterns.
- The sociocultural level of explanation, which focuses on the influence that other people exert on behaviour by studying behaviour in social and cultural contexts. A sociocultural perspective on sleep, for example, might focus on how differences in social context might influence sleep patterns. This could include a consideration of cultural differences (e.g. the use of siestas), of shift work, and/or of aspects of the social context likely to affect sleep, such as the party-going culture of teenagers and young adults.

The four levels of explanation of behaviour are associated with different research methods and ethical issues. Quantitative research methods associated with the basic processes level of explanation, for example, are often designed to yield group statistics (e.g. mean scores) for behaviour under different conditions, whereas those associated with the person level of explanation are often designed to assign individuals to categories (e.g. based on personality, multiple intelligences, or motivation). Research and practice using the biological level of explanation must often consider the ethics of using data collection techniques that could cause physical discomfort (e.g. taking blood samples, or attaching EEG electrodes), while research and practice focusing on the person level of
explanation must often consider the ethics of labelling individuals (e.g. as intellectually gifted, or introverted) and possibly creating self-fulfilling prophecies.

This subject outline shows that some topics have a special richness in knowledge, research methods, and ethical considerations in relation to a particular level of explanation of behaviour. Through the study of such topics, students are provided with in-depth illustrations of each level of explanation. The topic ‘Healthy Minds’ provides a good example of the ways in which psychology integrates all four levels of explanation.

The list below shows the relationship between the topics and the levels of explanation of behaviour:

<table>
<thead>
<tr>
<th>Level of Explanation</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociocultural</td>
<td>Social Cognition</td>
</tr>
<tr>
<td>Basic processes</td>
<td>Learning</td>
</tr>
<tr>
<td>Person</td>
<td>Personality</td>
</tr>
<tr>
<td>Biological</td>
<td>Psychobiology of Altered States of Awareness</td>
</tr>
<tr>
<td>Integration of levels</td>
<td>Healthy Minds</td>
</tr>
</tbody>
</table>

Descriptions of the topics follow, including:
- an overview of each topic
- two to four key ideas that summarise knowledge on the topic and can be used to guide the selection of material for the topic
- suggested areas of learning that show some of the ways in which the four levels of explanation and key ideas may be approached.
Introduction to Psychology

Some teachers may prefer to teach this topic separately and then refer to it within each topic; others may choose instead to embed the teaching of research methods in the other topics. This topic lays the foundation of knowledge and skills that students will use in planning and implementing the group and individual investigations.

The group investigation allows students to gain experience in completing the tasks required for the individual investigation in a supportive context that facilitates peer learning and learning by observation and minimises time demands on individual students. The individual investigation gives students the opportunity to undertake an in-depth exploration of a topic of particular interest and allows them to develop confidence in their ability to find answers to questions about psychological phenomena that might arise later in their personal or professional lives.

Empirical investigations in psychology may be experimental, quantitative observational, or qualitative. An experiment is an investigation in which the experimenter is able to manipulate an independent variable and observe the changes in a dependent variable. Quantitative observational investigations involve the investigator collecting quantitative data by observing selected participants. Both experimental and quantitative observational investigations can be conducted under either controlled or ‘field’ conditions. In contrast, qualitative investigations are field-focused. These investigations are distinctive because the researcher is an explicit part of the investigation, interpreting observations using subjective and objective language that is descriptive rather than quantitative, and paying attention to predetermined criteria.

Key Ideas

- Empirical investigations in psychology may be experimental, quantitative observational, or qualitative.
- All investigation designs and methods for assessing psychological responses have advantages and disadvantages.
- All research involving humans has ethical dimensions.
- Different types of representation are appropriate for different types of data.

Areas of Learning

- The range of investigation designs that can be used to answer a particular research question and their advantages and disadvantages; the three investigation designs used in psychology — experimental, quantitative observational, and qualitative; focus groups and the Delphi technique as examples of qualitative investigations; advantages and disadvantages of quantitative and qualitative investigations; and the difference in design between experimental investigations and quantitative observational investigations
- The three methods of assessing psychological responses — objective quantitative measures (e.g. physiological measures such as heart rate, behavioural counts, and scores on standardised intelligence tests), subjective quantitative measures (e.g. responses on checklists and rating scales, and scores on personality tests), and qualitative assessment of data; content analysis of responses in focus groups; awareness of the limitations of drawing conclusions using small or unrepresentative samples; and consideration of the validity and reliability of the methods
• Descriptive statistics (that is, the ways in which quantitative data may be represented and described); the generalisation of research findings (instruction in statistics should be limited to determining medians and means; generating graphical representations of data; interpreting medians, means, standard deviations; and graphical representations of data. A brief description of the function of inferential statistics and criteria for significance, however, will enable students to read original research with some understanding)

• Ethical issues associated with investigations; and the ethical safeguards that have been incorporated in particular investigations
Social Cognition

Social cognition refers to the processes involved in interpreting, analysing, remembering, and using information about the social world. We constantly seek information from our environment about how we are expected to behave, so that we can comply with or violate these expectations. Some of this information comes in the form of instructions (e.g. from parents and teachers) and some comes from observing the behaviour of others or the reactions of others to our behaviour. We also seek to predict how others will behave, explain our own successes and failures, and make positive or negative impressions on others. To achieve these goals we need to reduce the great quantity and complexity of the social information we receive. Although this reduces the resources required for social cognition, it is also vulnerable to biases, which can have unfortunate social consequences.

Social cognition includes person perception, attributions, stereotypes, and attitudes. This topic focuses on person perception and attitudes.

Although social cognition can be addressed at all four levels of explanation of behaviour, this topic focuses on the sociocultural level. The emphasis is on explanations of social cognition provided by social psychologists.

Key Ideas

Knowledge and understanding should be relevant to the following key ideas:

- The relationship between social cognition and behaviour is bidirectional. In particular, attitudes influence behaviour, but behaviour also influences attitudes.
- Our perceptions of others and of ourselves are vulnerable to a number of biases.

Areas of Learning

- The structure of attitudes and the functions they serve; the factors that influence attitude formation and attitude change (including source, message, and audience, and peripheral and central processing routes); the bidirectional relationship between attitudes and behaviour; the factors that influence impression formation; self-knowledge from social comparisons; and impression management
- Psychological principles concerning social cognition in everyday experiences and events (e.g. meeting a new person, or advertising) and in psychological interventions, including public safety campaigns that target attitude change
- The application of these psychological principles to social issues (e.g. reducing prejudice, or increasing the effectiveness of health-promotion campaigns) and personal growth (e.g. more effective persuasive communication and impression management)
- Investigation designs and methods of assessing psychological responses used to study social cognition
- Ethical issues associated with research and applications in the area of social cognition
Learning

Learning is central to human survival, but the process is difficult to define because it takes so many different forms. In general, any relatively enduring change in either our potential to behave in particular ways or our knowledge that results from experience is known as learning. The process of learning is essential for us to survive in our environment, plan for the future, and acquire the social and cultural rules of our society. The main sources of human cultural diversity are the different ways in which cultures have learned to solve the universal problems of human existence.

The study of learning can be traced back to the origins of psychology as a branch of philosophy. The principles of learning have relevance in the areas of drug dependency and coping with chemotherapy and unemployment.

The study of learning includes imprinting, habituation, classical conditioning (also known as Pavlovian conditioning), operant conditioning, learning through insight, and learning through observation or instruction. This topic focuses on classical conditioning, operant conditioning, and observational learning.

Although learning can be addressed at all four levels of explanation of behaviour, this topic focuses on the basic processes level. The emphasis is on explanations of learning provided by experimental psychology.

Key Ideas

Knowledge and understanding should be relevant to the following key ideas:

• Our future behaviour is influenced by the events that followed our past behaviour.
• Our future behaviour is also influenced by past and present observations of the behaviour of others.
• Some associations are easier to learn and maintain than others.

Areas of Learning

• Components in classical conditioning (unconditioned and conditioned stimuli and unconditioned and conditioned responses); components in operant conditioning (positive reinforcement, negative reinforcement, punishment, schedules of reinforcement, and preparedness); the importance of timing in classical and operant conditioning (contiguity and contingency); stimulus generalisation, stimulus discrimination, and extinction; the factors that influence learning through observation; and the distinction between the acquisition and performance of a learned response
• Psychological principles concerning learning in everyday experiences and events (e.g. coin deposit incentives to return shopping trolleys, customer loyalty programs, classical conditioning in advertising, and explicit and implicit observational learning from television programs) and in psychological interventions, including behaviour modification and the systematic desensitisation of phobias
• The application of these psychological principles to social issues (e.g. reducing criminal behaviour, and increasing recycling) and personal growth (e.g. overcoming one’s own annoying habits)
• Investigation designs and methods for assessing psychological responses used to study learning
• Ethical issues associated with research and applications in the area of learning
Personality

Although every individual is distinctive, we perceive some people to be more alike than others in the ways in which they engage with their social and physical worlds. These patterns of similarities and differences are the province of personality. Personality refers to the complex network of emotions, cognitive processes, and behaviours that provide coherence and direction to a person’s life. Our personality affects our goals, how we feel, how we act, and how we see ourselves and other people.

The study of personality includes different concepts of personality, personality assessment, and cultural and individual differences in personality. This topic focuses on concepts of personality and personality assessment.

Teachers must ensure that students do not have access to standardised psychological tests. Such tests are designed to be used only by trained psychologists. Scores from these tests are valid only if the items remain out of the public domain.

This topic mainly illustrates the person level of explanation of behaviour. However, students who undertake it as part of a 10-credit subject should be encouraged to see how the same phenomenon can be addressed at all four levels of explanation of behaviour.

Key Ideas

Knowledge and understanding should be relevant to the following key ideas:

• Personality is a socially and culturally constructed concept.
• Many different descriptions of the structure of personality have been proposed.
• Ways of measuring personality are linked to particular beliefs about its structure.

Areas of Learning

• Psychodynamic, humanistic, and trait theories of personality; and the main forms of personality assessment used today, including standardised self-report inventories, clinical interviews, and behavioural observations
• Psychological principles concerning personality in everyday experiences and events (e.g. character depictions in the popular media) and in psychological interventions, including assertiveness training
• Application of these psychological principles to social issues (e.g. personality disorders, the relationship between personality and learning styles, and the relationship between culture and personality) and personal growth (e.g. gaining greater insight into one’s own personality and the factors that have shaped it)
• Investigation designs and methods for assessing psychological responses used to study personality, including validity and reliability
• Ethical issues associated with research and applications in the area of personality
Psychobiology of Altered States of Awareness

Although we are cognitive beings we spend approximately one-third of our lives engaged in an activity about which we have few memories. Although we are social beings, this activity — sleep — is solitary.

Sleep lies towards one end of the continuum of human awareness. Towards the other end lie heightened states of awareness that result from arousal. Chronic arousal is referred to as stress and has a number of important adverse effects. Our mental health and physical health are affected by the extent to which we are able to achieve a balance between reduced and heightened states of awareness.

The study of the biological basis of altered states of awareness includes sleep, dreams, meditation, and hypnosis, the effects of psychoactive drugs, and arousal and stress. This topic focuses on two issues of particular relevance to young adults: arousal and stress, and sleep.

Although altered states of awareness can be addressed at all four levels of explanation of behaviour, this topic focuses on the biological level.

Key Ideas

Knowledge and understanding should be relevant to the following key ideas:

• Our level of awareness is constantly changing.
• Arousal can have both beneficial and deleterious effects.
• There are many effective ways to improve coping with stress.

Areas of Learning

• Circadian rhythms; sleep deprivation and sleep needs; stages of sleep; common sleep disorders; psychological and physiological arousal; the relationship between arousal and task performance; and stress and its effect on health
• Psychological principles concerning altered states of awareness in everyday experiences and events, including shift work, and in psychological interventions, including psychological therapies for insomnia and stress
• The application of these psychological principles to social issues (e.g. the road toll, workplace accidents, the influence of shift work on health, and the influence of jet lag on sporting performance) and personal growth (e.g. improving one’s own stress management, and ‘sleep hygiene’)
• Investigation designs and methods for assessing psychological responses used to study altered states of awareness
• Ethical issues associated with research and applications in the area of altered states of awareness
Healthy Minds

For many Australians there has been remarkable progress in physical and material well-being over the last century but there has not always been comparable improvement in emotional and social well-being. People with healthy minds are not just free of mental disorders; they also have high levels of social and emotional well-being. This is possible because they have the capacity to interact with other people and their environment in ways that promote subjective well-being, and their coping strategies and resources help them to be resilient to many life stresses. This topic examines the characteristics that help people to achieve high levels of emotional and social well-being; the risk of and protective factors against mental health problems; and the actions that individuals can take to improve their coping and increase their resilience.

This topic also aims to improve students’ mental health literacy. It gives students an opportunity to study one phenomenon at each of the four levels of explanation of behaviour, and teachers are encouraged to explore this. For example, students may be able to see relationships between symptoms of depression related to different levels of explanation: imbalance in neurotransmitters (biological); depressive thinking styles (basic processes); the vulnerability of particular personalities to depression (person); and cultural differences in the behaviours that reflect depression (sociocultural). Alternatively, students might examine factors that improve resilience at each of the levels of explanation.

The focus of the topic is not on students gaining an extensive understanding of mental disorders. It is appropriate, however, that students are made familiar with a small number of disorders. These should include two disorders that are of particular importance to young adults: anxiety disorders and depression. Anxiety disorders are the most prevalent type of mental health problem among adolescents. Depression is also highly prevalent in young adults and is under-recognised by teachers, peers, and parents.

In this topic, students need to be explicitly counselled about three issues. First, a little knowledge can be a dangerous thing. Students should be reminded that the information provided in this topic does not equip them to make diagnoses or to provide counselling or therapy. Second, studying topics such as this can raise many deeply personal questions. Students need to be given information about the services that are available to them and the means by which they can access these. Third, students should be made aware of the phenomenon of ‘medical student syndrome’. Students can come to believe that they suffer from almost all the disorders with which they are made familiar because the symptoms of disorders usually overlap with experiences that are universal to the human condition. For example, feelings of sadness are not uncommon among people with healthy minds, even though they are a symptom of depression.

Teachers need to be aware of the ethical and pedagogical issues associated with introducing information about suicide and eating disorders into this topic. Imitative behaviour by students can be triggered by exposure to information on these subjects. Teachers are encouraged to use alternative examples of psychological disorders. Those without experience in teaching this subject are strongly advised to follow the recommendations provided in the support materials on the SACE website (www.sace.sa.edu.au). Teachers need to be aware that they are likely to be used as a mental health resource. It is important that they know their own strengths and limitations in this role and that they make themselves familiar with local mental health resources and the ways in which students can access these.
Key Ideas
Knowledge and understanding should be relevant to the following key ideas:

- There are effective ways to promote healthy minds.
- Definitions of mental disorders are culturally constructed.
- Many different interventions for mental health problems are effective.

Areas of Learning
- Effective coping strategies; the factors that influence resilience; protective factors for mental health; symptoms of, and effective treatment for, anxiety disorders and depression; and the relationships between factors at the biological, basic processes, person, and sociocultural levels of explanation of behaviour in the psychology of healthy minds and mental health issues
- Psychological principles concerning healthy minds in everyday experiences and events (e.g. cultural and historical differences in concepts of mental health and mental illness) and in psychological interventions, including cognitive-behavioural therapy; behaviour modification; systematic desensitisation of phobias; assertiveness training; therapy for insomnia; and stress management therapy
- The application of principles from the psychology of healthy minds to social issues (e.g. preventing the development of mental disorders, and reducing prejudice against people with a mental illness) and personal growth, including the advantages and disadvantages of different psychological interventions
- Investigation designs and methods for assessing psychological responses used to study healthy minds and mental disorders; and investigation designs and methods used to evaluate psychological interventions
- Ethical issues associated with research and applications in the area of healthy minds and mental health issues
ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Psychology:

10-credit Subject

School Assessment (70%)
- Assessment Type 1: Group Investigation (20%)
- Assessment Type 2: Skills and Applications Tasks (50%)

External Assessment (30%)
- Assessment Type 3: Individual Investigation (30%)

20-credit Subject

School Assessment (70%)
- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)
- Assessment Type 3: Examination (30%).

For a 10-credit subject, students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:
- one group investigation
- at least two skills and applications tasks
- one individual investigation.

Students should be provided with assessment opportunities in a range of supervised settings (e.g. classroom, laboratory, and field).

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- one individual investigation and at least one group investigation for the folio
- at least four skills and applications tasks
- one examination.

Students should be provided with assessment opportunities in a range of supervised settings (e.g. classroom, laboratory, and field).
ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by:
- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:
- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:
- investigation
- analysis and evaluation
- application
- knowledge and understanding.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Investigation

The specific features are as follows:
I1 Development of psychology investigation proposals.
I2 Critical selection and acknowledgment of information about psychology and issues in psychology from different sources.
I3 Understanding and use of ethical research practices.
I4 The obtaining, recording, and display of findings of investigations, using appropriate conventions and formats.

Analysis and Evaluation

The specific features are as follows:
AE1 Analysis of the behaviour of individuals and groups of people in different contexts.
AE2 Evaluation of procedures, with suggestions for improvement.
AE3 Analysis and evaluation of psychological evidence to formulate relevant conclusions.

Application

The specific features are as follows:
A1 Application of psychological concepts and evidence from investigations to new and familiar contexts.
A2 Application of appropriate psychological terms.
A3 Demonstration of skills in individual work and teamwork.
Knowledge and Understanding

The specific features are as follows:

KU1 Demonstration of knowledge and understanding of psychological concepts and ethical considerations.

KU2 Use of knowledge of psychology to understand and explain behaviours.

KU3 Communication of knowledge and understanding of psychology in different contexts, using different formats.

SCHOOL ASSESSMENT FOR A 10-CREDIT SUBJECT

Assessment Type 1: Group Investigation (20%)

For a 10-credit subject, students conduct one group investigation.

Students inquire into aspects of psychology through practical discovery and data analysis, or by selecting, analysing, and interpreting information.

As students develop proposals and carry out investigations, they learn to pose questions about the world around them. They use their observations and gather data and information to generate evidence, which enables them to construct reasonable explanations in response to these questions and to develop a better understanding of themselves and their environment.

A group investigation should be completed by students before they begin their individual investigation. The class can work as one group or be divided into a number of groups. Each student should be involved in all aspects of the investigation and should submit an individual report on the work undertaken.

Students formulate a question, work collaboratively, demonstrate an understanding of ethical practices, present data in tables and graphs (if applicable), analyse data and draw conclusions, and evaluate the investigation.

The group investigation comprises three stages:

- proposal development (a maximum of 250 words, not included in the word count for the group investigation report)
- data analysis
- group investigation report.

Collaboration is involved in the first two stages only.

In the proposal development stage, each group considers the data generated by any one of the research programs available on the SACE website (www.sace.sa.edu.au). For ethical reasons, these research programs are the only ones that should by undertaken by the class.

Each group constructs a question that can be addressed by the data. Teachers are encouraged to help groups to construct a question. Each group’s proposal must identify:

- the question to be addressed
- how the data can be used to address the question.

Once the teacher has approved a group’s proposal, the group proceeds with data analysis. Groups explore alternative ways of appropriately selecting and presenting relevant data. These may include statistical calculations or the content analysis of data.
Following data analysis, each student prepares a report. The report may be written, or students may negotiate an alternative format for the presentation of the report (e.g. a debate, an oral report, a video, or a multimedia product such as a PowerPoint presentation).

A completed group investigation report should include:
- an introduction that identifies the focus of the investigation and the data used to address a specific research question
- the display and analysis of data
- an evaluation of the information gathered, the sample used, and the investigation design
- discussion of research ethics
- a conclusion, including comments on the usefulness of the investigation and possible future improvements.

Each student's group investigation report should be a maximum of 1500 words (excluding the proposal and quantitative and qualitative data) if written or a maximum of 10 minutes for an oral presentation, or the equivalent in multimedia form.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
- investigation
- analysis and evaluation
- application
- knowledge and understanding.

**Assessment Type 2: Skills and Applications Tasks (50%)**

For a 10-credit subject, students undertake at least two skills and applications tasks, at least one of which should be under the direct supervision of the teacher. The supervised setting should be appropriate to the task.

Skills and applications tasks require students to use their knowledge and understanding of relevant psychological ideas, facts, and relationships in a range of tasks that may be:
- routine, analytical, and/or interpretative
- posed in new and familiar contexts
- individual or collaborative assessments, depending on the design of the assessment.

Skills that could be assessed include using psychological terms and conventions; demonstrating understanding; applying knowledge; and analysing data and drawing conclusions.

Students should be able to select appropriate data and relevant psychological evidence and information to solve a range of problems. Some of these problems should be set in a personal or social context.

Skills and applications tasks may include:
- a multimedia product
- an oral presentation
- a data interpretation exercise
- participation in a debate
- an extended response
a written assignment
a historical study
short-answer questions
a response to text(s)
an information search
an evaluation of research
a case study
a study of ethics of psychological research or practice.

Students could be asked to design an investigation to test a hypothesis, and to defend the design (but not to conduct the investigation). They could be given a scenario and asked to apply psychological ideas, skills, concepts, and understanding from a particular topic to show how human well-being and fulfilment can be improved.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
- investigation
- analysis and evaluation
- application
- knowledge and understanding.

EXTERNAL ASSESSMENT FOR A 10-CREDIT SUBJECT

Assessment Type 3: Individual Investigation (30%)

For a 10-credit subject, the individual investigation is the external assessment component. Students undertake one individual investigation in which they formulate a question, demonstrate an understanding of ethical practices, present data in tables and graphs, analyse data and draw conclusions, and evaluate the investigation.

The individual investigation comprises three stages:
- proposal development (a maximum of 250 words, not included in the word count for the individual investigation report)
- data analysis
- individual investigation report.

In the proposal development stage, each student considers the data generated by any one of the research programs available on the SACE website (www.sace.sa.edu.au). Each student constructs a question that can be addressed by the data. Each student’s proposal must identify:
- the question to be addressed
- how the data can be used to address the question.

Once the teacher has approved a student’s proposal, the student proceeds with the data analysis. Each student should explore alternative ways of appropriately selecting and presenting relevant data. These may include statistical calculations or the content analysis of data.
Following data analysis, each student prepares a report. The report may be written, or students may negotiate an alternative format for the presentation of the report (e.g. a debate, an oral report, a video, or a multimedia product such as a PowerPoint presentation). A completed investigation report should include:

- an introduction that identifies the focus of the investigation and the data used to address a specific research question
- the display and analysis of data
- an evaluation of the information gathered, the sample used, and the investigation design
- discussion of research ethics
- a conclusion, including comments on the usefulness of the investigation and possible future improvements.

The individual investigation report, with the proposal attached, should be a maximum of 1500 words (excluding the proposal and quantitative and qualitative data) if written or a maximum of 10 minutes for an oral presentation, or the equivalent in multimedia form.

The following specific features of the assessment design criteria for this subject may be assessed in the individual investigation:

- investigation — I1, I3, and I4
- analysis and evaluation — AE1, AE2, and AE3
- application — A2
- knowledge and understanding — KU2 and KU3.

For more information about conducting investigations, refer to the ‘Psychology Investigation Skills’ section in Learning Scope and Requirements.

SCHOOL ASSESSMENT FOR A 20-CREDIT SUBJECT

Assessment Type 1: Investigations Folio (30%)

For the investigations folio for a 20-credit subject, students complete:

- at least one group investigation
- one individual investigation.

Students inquire into aspects of psychology through practical discovery and data analysis, or by selecting, analysing, and interpreting information.

As students develop proposals and carry out investigations they learn to pose questions about the world around them. They use their observations and gather data and information to generate evidence, which enables them to construct reasonable explanations in response to these questions and to develop a better understanding of themselves and their environment.

Group Investigation

A group investigation should be completed by students before they begin their individual investigation. The class can work as one group or be divided into a number of groups. Each student should be involved in all aspects of the investigation and should submit an individual report on the work undertaken.
Students formulate a question, work collaboratively, demonstrate an understanding of ethical practices, present data in tables and graphs (if applicable), analyse data and draw conclusions, and evaluate the investigation.

The group investigation comprises three stages:

- proposal development (a maximum of 250 words, not included in the word count for the group investigation report)
- data analysis
- group investigation report.

Collaboration is involved in the first two stages only.

In the proposal development stage, each group considers the data generated by any one of the research programs available on the SACE website (www.sace.sa.edu.au). For ethical reasons, these research programs are the only ones that should be undertaken by the class.

Each group constructs a question that can be addressed by the data. Teachers are encouraged to help groups to construct a question. Each group’s proposal must identify:

- the question to be addressed
- how the data can be used to address the question.

Once the teacher has approved a group’s proposal, the group proceeds with data analysis. Groups should explore alternative ways of appropriately selecting and presenting relevant data. These may include statistical calculations or the content analysis of data.

Following data analysis, each student prepares a report. The report may be written, or students may negotiate an alternative format for the presentation of the report (e.g. a debate, an oral report, a video, or a multimedia product such as a PowerPoint presentation).

A completed group investigation report should include:

- an introduction that identifies the focus of the investigation and the data used to address a specific research question
- the display and analysis of data
- an evaluation of the information gathered, the sample used, and the investigation design
- discussion of research ethics
- a conclusion, including comments on the usefulness of the investigation and possible future improvements.

Each student’s group investigation report, with the proposal attached, should be a maximum of 1500 words (excluding the proposal and quantitative and qualitative data) if written or a maximum of 10 minutes for an oral presentation, or the equivalent in multimedia form.

**Individual Investigation**

For a 20-credit subject, the individual investigation is included in the school assessment.

The individual investigation comprises three stages:

- proposal development (a maximum of 250 words, not included in the word count for the individual investigation report)
- data analysis
- individual investigation report.
Students undertake one individual investigation in which they formulate a question, demonstrate an understanding of ethical practices, present data in tables and graphs, analyse data and draw conclusions, and evaluate the investigation.

In the proposal development stage, each student considers the measures used to generate the data in any one of the research programs available on the SACE website (www.sace.sa.edu.au). Each student constructs a question that can be addressed by the data. Each student’s proposal must identify:

• the question to be addressed
• how the data can be used to address the question.

Once the teacher has approved a student’s proposal, the student proceeds with the data analysis. Each student should explore alternative ways of appropriately selecting and presenting relevant data. These may include statistical calculations or the content analysis of data.

Following data analysis, each student prepares a report. The report may be written, or students may negotiate an alternative format for the presentation of the report (e.g. a debate, an oral report, a video, or a multimedia product such as a PowerPoint presentation). A completed investigation report should include:

• an introduction that identifies the focus of the investigation and the data used to address a specific research question
• the display and analysis of data
• an evaluation of the information gathered, the sample used, and the investigation design
• discussion of research ethics
• a conclusion, including comments on the usefulness of the investigation and possible future improvements.

The individual investigation report, with the proposal attached, should be a maximum of 1500 words (excluding the proposal and quantitative and qualitative data) if written or a maximum of 10 minutes for an oral presentation, or the equivalent in multimedia form.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

• investigation
• analysis and evaluation
• application
• knowledge and understanding.

For more information about conducting investigations, refer to the ‘Psychology Investigation Skills’ section in Learning Scope and Requirements.

Assessment Type 2: Skills and Applications Tasks (40%)

For a 20-credit subject, students undertake at least four skills and applications tasks. At least two skills and applications tasks should be under the direct supervision of the teacher. The supervised setting should be appropriate to the task.

Skills and applications tasks require students to use their knowledge and understanding of psychology in a range of tasks that may be:

• routine, analytical, and/or interpretative
posed in new and familiar contexts
individual or collaborative assessments, depending on the design of the assessment.

Skills that could be assessed include using psychological terms and conventions; demonstrating understanding; applying knowledge; and analysing data and drawing conclusions.

The skills and applications tasks should require the student to demonstrate an understanding of relevant psychological ideas, facts, and relationships. Students should be able to select appropriate data and relevant psychological evidence and information to successfully solve a range of problems. Some of these problems should be set in a personal or social context.

Students could be provided with a choice of assessments from a range designed by the teacher.

Skills and applications tasks may include:
- a multimedia product
- an oral presentation
- a data interpretation exercise
- participation in a debate
- an extended response
- a written assignment
- a historical study
- short-answer questions
- a response to text(s)
- an information search
- an evaluation of research
- a case study
- a study of the ethics of psychological research or practice.

Students could be asked to design an investigation to test a hypothesis, and to defend the design (but not to conduct the investigation). They could be given a scenario and asked to apply psychological ideas, skills, concepts, and understanding from a particular topic to show how human well-being and fulfilment can be improved.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
- investigation
- analysis and evaluation
- application
- knowledge and understanding.
EXTERNAL ASSESSMENT FOR A 20-CREDIT SUBJECT

Assessment Type 3: Examination (30%)

For a 20-credit subject, students undertake a 130-minute external examination consisting of short-answer and extended-response questions.

The following specific features of the assessment design criteria for this subject may be assessed in the external examination:

- investigation — I3 and I4
- analysis and evaluation — AE1, AE2, and AE3
- application — A1 and A2
- knowledge and understanding — KU1, KU2, and KU3.

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- assigning a grade between A+ and E− for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E−.
<table>
<thead>
<tr>
<th>Investigation</th>
<th>Analysis and Evaluation</th>
<th>Application</th>
<th>Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops logical, coherent, and detailed psychology investigation proposals.</td>
<td>Uses perceptive and thorough analytical skills to examine the behaviour of individuals and groups of people in different contexts.</td>
<td>Applies psychological concepts and evidence from investigations to suggest solutions to complex problems in new and familiar contexts.</td>
<td>Consistently demonstrates a deep and broad knowledge and understanding of a range of psychological concepts and ethical considerations.</td>
</tr>
<tr>
<td>Critically and logically selects and consistently and appropriately acknowledges information about psychology and issues in psychology from a range of sources.</td>
<td>Logically evaluates procedures and suggests a range of appropriate improvements.</td>
<td>Uses appropriate psychological terms highly effectively.</td>
<td>Uses knowledge of psychology perceptively and logically to understand and explain behaviours.</td>
</tr>
<tr>
<td>Clearly understands and consistently uses well-organised, ethical research practices.</td>
<td>Systematically analyses and evaluates psychological evidence to formulate logical and highly relevant conclusions.</td>
<td>Demonstrates initiative in applying constructive and focused approaches to individual and collaborative work.</td>
<td>Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and highly effectively.</td>
</tr>
<tr>
<td>Obtains, records, and displays findings of investigations, using appropriate conventions and formats accurately and highly effectively.</td>
<td></td>
<td></td>
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<tr>
<td><strong>B</strong></td>
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<tr>
<td>Develops well-considered and clear psychology investigation proposals.</td>
<td>Uses clear and well-organised analytical skills to examine the behaviour of individuals and groups of people in different contexts.</td>
<td>Applies psychological concepts and evidence from investigations to suggest solutions to problems in new and familiar contexts.</td>
<td>Demonstrates some depth and breadth of knowledge and understanding of a range of psychological concepts and ethical considerations.</td>
</tr>
<tr>
<td>Logically selects and appropriately acknowledges information about psychology and issues in psychology from different sources.</td>
<td>Evaluates procedures and suggests some appropriate improvements.</td>
<td>Uses appropriate psychological terms effectively.</td>
<td>Uses knowledge of psychology logically to understand and explain behaviours.</td>
</tr>
<tr>
<td>Understands and consistently uses ethical research practices.</td>
<td>Uses mostly logical analysis and evaluation of psychological evidence to formulate consistent and relevant conclusions.</td>
<td>Applies mostly constructive and focused approaches to individual and collaborative work.</td>
<td>Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and effectively.</td>
</tr>
<tr>
<td>Obtains, records, and displays findings of investigations, using appropriate conventions and formats mostly accurately and effectively.</td>
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<td></td>
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</tr>
<tr>
<td>Investigation</td>
<td>Analysis and Evaluation</td>
<td>Application</td>
<td>Knowledge and Understanding</td>
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<tr>
<td>C</td>
<td>Develops considered and generally clear psychology investigation proposals.</td>
<td>Uses generally organised analytical skills to examine the behaviour of individuals and groups of people in different contexts.</td>
<td>Applies psychological concepts and evidence from investigations to suggest some solutions to basic problems in new or familiar contexts.</td>
</tr>
<tr>
<td></td>
<td>Selects with some focus, and mostly appropriately acknowledges, information about psychology and issues in psychology from different sources.</td>
<td>Evaluates some procedures in psychology and suggests some improvements that are generally appropriate.</td>
<td>Uses generally appropriate psychological terms, with some general effectiveness.</td>
</tr>
<tr>
<td></td>
<td>Generally understands and uses ethical research practices.</td>
<td>Analyses and evaluates psychological evidence to formulate simple and generally relevant conclusions.</td>
<td>Applies generally constructive approaches to individual and collaborative work.</td>
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<tr>
<td></td>
<td>Obtains, records, and displays findings of investigations, using generally appropriate conventions and formats with some errors but generally accurately and effectively.</td>
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<tr>
<td>D</td>
<td>Prepares the outline of a psychology investigation proposal.</td>
<td>Describes basic behaviour of individuals and groups of people in different contexts.</td>
<td>Applies some evidence to describe some basic problems and identify one or more simple solutions, in familiar contexts.</td>
</tr>
<tr>
<td></td>
<td>Selects and may partly acknowledge one or more sources of information about psychology or an issue in psychology.</td>
<td>For some procedures, identifies improvements that may be made.</td>
<td>Attempts to use some psychological terms that may be appropriate.</td>
</tr>
<tr>
<td></td>
<td>Identifies and attempts to use some ethical research practices.</td>
<td>Attempts to extract meaning from psychological evidence and to formulate a simple conclusion that may be relevant.</td>
<td>Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work.</td>
</tr>
<tr>
<td></td>
<td>Obtains, records, and displays findings of investigations, using conventions and formats inconsistently, with occasional accuracy and effectiveness.</td>
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<tr>
<td>E</td>
<td>Identifies a simple psychology investigation proposal.</td>
<td>Acknowledges that individuals and groups of people may behave differently in different contexts.</td>
<td>Identifies a basic problem and attempts to identify a solution in a familiar context.</td>
</tr>
<tr>
<td></td>
<td>Identifies a source of information about psychology or an issue in psychology.</td>
<td>Acknowledges the need for improvements in one or more procedures.</td>
<td>Uses some psychological terms.</td>
</tr>
<tr>
<td></td>
<td>Pays limited attention to ethical research practices.</td>
<td>Attempts to record and display some descriptive information about an investigation, with limited accuracy or effectiveness.</td>
<td>Shows emerging skills in individual and collaborative work.</td>
</tr>
<tr>
<td></td>
<td>Attempts to record and display some descriptive information about an investigation, with limited accuracy or effectiveness.</td>
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</tbody>
</table>
ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
See the 'Ethical Study and Research' section in the Introduction for information on ethical study and research practices in Psychology, including advice for teachers.