# Pre-approved Learning and Assessment Plan

Stage 2 Psychology

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (20) |
|  |  |  |  | **2** | **P** | **S** | **G** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Psychology

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Investigations Folio – weighting 30%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IAE | KA |
| **Design & Deconstruct Psychological Investigation**  This assessment allows students to explore the ***effectiveness of different strategies in reducing an individuals perceived feelings of stress***.  The task has two parts:  **Part A: Deconstruction & Design Brainstorm**  Students will individually deconstruct a problem and design a method to investigate a hypothesis that relates to the initial research. Students will include a discussion of relevant ethical considerations, deconstruct the method designed as most appropriate, and justify their plan of action, to a maximum of 4 sides of an A4 page.  Suggested formats for this evidence include flow charts, concept maps, tables, or notes.  This evidence must be attached to the report.  **Part B: Formal Report**  Students report their findings as a formal Psychology Report. | 1,2,3,4 | 2,4 | For deconstruction: a maximum of 4 sides of an A4 page.  The report should be a maximum of 1500 words if written, or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form. |
| **Science and a Human Endeavour Investigation**  This assessment allows students to investigate a contemporary example of how Psychological science interacts with society. This may focus on one or more of the key concepts of Science as a Human Endeavour as listed in the Stage 2 Psychology Curriculum Handbook, and also draw on a context from one of the SACE Stage 2 Psychology topics.  Students will access information from different sources, select relevant information, analyse their findings, and develop and justify their own conclusions from the investigation. | 3 | 1,2,3,4 | Students will have 9 lessons plus homework time to complete this task. Students may submit one draft for feedback.  The communication should be a maximum of 1500 words if written, or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 2: Skills & Application Tasks – weighting 40%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IAE | KA |
| **Character Analysis Extended Response**  **\*Task to be completed under direct supervision\***  **Psychology of the Individual**  This assessment allows students to individually analyse the personality of a fictitious film, book, TV or other media character of their choice. They will compile a formal report considering two conceptions of personality and apply them to their chosen character. They will then evaluate their conclusions using strengths and weaknesses of the theories discussed. | 4 | 1,2,4 | Students will complete this assessment under direct supervision in one 90 minute lesson.  Prior to the day of assessment, students will have three lessons plus homework time to research their character, theories of personality; and produce a hand written single sided A4 page note sheet which they will be allowed to bring in to the test lesson to assist them in completing an extended response under direct supervision. |
| **Oral Presentation**  **Psychological Health & Wellbeing**  This assessment allows students to individually or collaboratively present an information tutorial to their peers, focussing on an area of the Psychological Health and Wellbeing topic.  Students will also be required to demonstrate knowledge from the Psychology of Learning topic through their application of interactive activities and useful strategies to consolidate the learning of their peers throughout their presentation.  Students will be required to submit a half page reflection outlining the learning principles used in their presentation and the evaluate the success of these strategies. |  | 1,2,4 | Student presentations should be a maximum of 8 minutes or equivalent in length. |
| **Case Study Report**  **Organisational Psychology**  Students will be presented with a real world simulation workplace case study and data from workplace staff psychological assessments to analyse, and be required to apply their knowledge from the organisational psychology topic to a set of focus questions related to the scenario and survey data presented in the case study.  Students will be required to present their findings as a formal report addressing 6 focus questions related to the scenario, listed at the end of the case study. | 3,4 | 2,4 | Communication should be a maximum of 1200 words if written, or a maximum of 8 minutes for an oral presentation, or the equivalent in multimodal form - excluding references & Appendices.  Students will have homework allocated over a three-week period to plan and compile their report with opportunities to seek clarification and submit a draft. |

Assessment Type 3: External Examination – weighting 30%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| IAE | KA |
| **130 minute online examination** | 1,3,4 | 1,2,3,4 | Refer to Subject Outline. |

*Six or seven assessments. Please refer to the Stage 2 Psychology subject outline.*