**Stage 1 Psychology**

**Assessment Type 2: Skills and Applications Task**

**Cognitive Psychology Assignment**

Amnesia is a general term that describes memory loss. How accurately is amnesia portrayed in films? What do films get right? What do they get wrong? Does it matter?

Many representations of amnesia in films have been misleading, giving the general public a false view of what to expect if they, or their loved ones, develop the condition.

Your task will be to:

* Investigate anterograde and retrograde amnesia, and their causes.
* Research why procedural memory is usually unaffected when people develop amnesia.
* Select a film depicting one form of amnesia and examine whether that form of amnesia has been correctly portrayed.  
  Films that could be considered include:

Memento

Finding Nemo

Finding Dory

The Bourne Trilogy

50 First Dates

Santa Who?

Clean Slate

You are not restricted to this list. Other films on amnesia can be found at the following site: <https://en.wikipedia.org/wiki/Category:Films_about_amnesia> .

To help ensure verification of student responses, it would be useful that a range of films be explored by the class. Ideally, each student should investigate a different film from other class members.

* Discuss some of the issues caused by an inaccurate portrayal of amnesia.

**Assessment Conditions:**

In a format of your choice, prepare a report addressing each of the four dot points above. Suitable formats could include a scientific opinion article, a brochure, a video (e.g. a TED talk), or a FAQ fact sheet. Include in-text referencing and appropriate acknowledgement of your sources of information.

Some class time will be provided for research and support. Students will have two weeks to submit their drafts.

Your report should be limited to a maximum of 1000 words or 6 minutes for an oral presentation.

Performance Standards for Stage 1 Psychology

| - | Investigation, Analysis, and Evaluation | Knowledge and Application |
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| A | Critically deconstructs a problem and designs a logical, coherent, and detailed psychological investigation.  Accurately and thoroughly obtains, records, and represents data.  Systematically analyses and interprets data and evidence to formulate logical conclusions with detailed justification.  Critically and logically evaluates procedures and their effect on data. | Demonstrates deep and broad knowledge and understanding of a range of psychological concepts.  Applies psychological concepts highly effectively in diverse contexts.  Critically explores and understands in depth the interaction between science and society.  Communicates knowledge and understanding of psychology coherently, with highly effective use of appropriate terms, conventions, and representations. |
| B | Logically deconstructs a problem and designs a well‑considered and clear psychological investigation.  Logically obtains, records, and represents data.  Logically analyses and interprets data and evidence to formulate suitable conclusions with reasonable justification.  Logically evaluates procedures and their effect on data. | Demonstrates some depth and breadth of knowledge and understanding of a range of psychological concepts.  Applies psychological concepts mostly effectively in diverse contexts.  Logically explores and understands in some depth the interaction between science and society.  Communicates knowledge and understanding of psychology mostly coherently, with effective use of appropriate terms, conventions, and representations. |
| C | Deconstructs a problem and designs a considered and generally clear psychological investigation.  Obtains, records, and represents data with some errors.  Undertakes some analysis and interpretation of data and evidence to formulate generally appropriate conclusions with some justification.  Evaluates procedures and some of their effect on data. | Demonstrates knowledge and understanding of a general range of psychological concepts.  Applies psychological concepts generally effectively in diverse contexts.  Explores and understands aspects of the interaction between science and society.  Communicates knowledge and understanding of psychology generally effectively, using some appropriate terms, conventions, and representations. |
| D | Prepares a basic deconstruction of a problem and an outline of a psychological investigation.  Obtains, records, and represents data with occasional accuracy and effectiveness.  Describes data and undertakes some basic interpretation to formulate a basic conclusion.  Attempts to evaluate procedures or suggest an effect on data. | Demonstrates some basic knowledge and partial understanding of psychological concepts.  Applies some psychological concepts.  Partially explores and recognises aspects of the interaction between science and society.  Communicates basic psychological information, using some appropriate terms, conventions, and/or representations. |
| E | Attempts a simple deconstruction of a problem and a procedure for a psychological investigation.  Attempts to record and represent some data.  Attempts to describe results and/or interpret data to formulate a basic conclusion.  Acknowledges that procedures affect data. | Demonstrates limited recognition and awareness of psychological concepts.  Attempts to apply psychological concepts.  Attempts to explore and identify an aspect of the interaction between science and society.  Attempts to communicate information about psychology. |