# Pre-approved Learning and Assessment Plan

Stage 1 Psychology (from 2021)

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 (10 or 20) |
|  |  |  |  | **1** | **P** | **S** | **G** | **10** |  |

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 |  |

Stage 1 Psychology

# Assessment overview

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** – 50%

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| IAE | KA |
| **Practical Investigation in Emotion**  This assessment provides students with an opportunity to:   * evaluate the methods used to collect data using the SACE Positive Outlook Research Program, and analyse data to formulate a logical conclusion * deconstruct a problem concerning the effect of a positive outlook on memory * design a detailed method that would address the problem identified. | 1, 2, 3, 4 | 4 | Students present individual reports.  Evaluation: One lesson supervised in class.  Deconstruction: One lesson working either individually or in pairs.  Design: Completed independently.  The report should be a maximum of 1000 words if written, or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.  The deconstruction and design section of the investigation process should be up to a maximum of 3 single sided A4 pages. |
| **SHE task in Educational Psychology**  This SHE task provides students with an opportunity to investigate the impact that technology is currently having on the way people learn and/or the skills that they can develop.  The report has a focus on at least one of the following key concepts of SHE tasks:  **Development and Application**   * Developments in research and technology lead to advances in psychological understanding. * The application of psychological understanding can enable scientists to develop solutions, design actions, and evaluate and respond to economic, sociocultural, and environmental factors.   **Influence**   * The use of psychological knowledge may have positive, negative, or unexpected consequences that require monitoring, assessment, and evaluation. The use of psychological knowledge must take into account risks and ethical considerations. |  | 1, 3, 4 | One lesson will be provided for research and support. Students will have two weeks to submit their drafts.  Suitable formats for reports include an interview with an educator, a newspaper or magazine report, or a teaching plan.  The report should be limited to a maximum of 1000 words or 6 minutes for an oral presentation. |

**Assessment Type 2: Skills and Applications Tasks** – 50%

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| IAE | KA |
| **Assignment: Emotions in film**  Students are given an opportunity to apply their knowledge of theories and concepts from the topic *Emotion* to characters in a film of their choosing. Students are assessed on how accurately they can apply their knowledge of the theories and concepts to explain emotion. Students select examples from the film to illustrate their ideas. |  | 1, 2, 4 | One lesson will be used to work on the task. Students will have two weeks to submit their drafts.  Suitable formats for reports or oral presentation.  The report should be limited to a maximum of 1000 words or 6 minutes for an oral presentation. |
| **Test**  Students are given an opportunity to demonstrate:   * knowledge and understanding of the key psychological concepts covered in the Emotion and Educational Psychology topics * informed decision-making * correct use of psychological terminology in responding to short answer questions. | 3 | 1, 2, 4 | This is a 55 minute assessment, to be completed under test conditions.  The test will be provided electronically and students will submit their answers electronically. |

*Three or four assessments (10-credit).**Please refer to the Stage 1 Psychology subject outline.*