# 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%

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| --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| IAE | KA |
| **Psychological Investigation – Design and Deconstruct (D&D)**  **Topic 1, Psychology of the Individual:**  **Assertiveness Investigation**  (SACE approved research program to collect the data, as a class under teacher supervision)  Students will work individually to:   * deconstruct a problem regarding the factors which impact an individual’s assertiveness levels * Design a detailed method that would address the problem identified.   Each student produces an individual report. | 1,2,3,4 | 2,4 | * 4 pages for the deconstruction and design and 1500 words for the report or maximum of 9 minutes/equivalent * Student choice of format for the investigation report (i.e. written report, oral, multimodal) * Four weeks: two weeks class time, the rest homework time * One draft permitted |
| **SHE Investigation – Psychological wellbeing**  This SHE task provides students with an opportunity to investigate psychological wellbeing.  Students will investigate contemporary examples of how science interacts with society with a focus on stress management and how problem-focused and/or emotion-focused coping strategies attempt to address stress  Students will link their report to one or more of the key concepts of SHE tasks:  Communication and collaboration, Development and application, or Influence. | 3 | 1,2,3,4 | * 1500 words or maximum of 9 minutes/equivalent * Student’s choice of article as well as the format for SHE report (i.e. written report, oral, multimodal) * Three weeks: one week of class time, the rest homework time * One draft permitted |

Assessment Type 2: Skills and Applications Tasks – weighting 40%

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| --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| IAE | KA |
| **Psychology of the Individual assignment:**  **Personality character analysis**  Students are given the opportunity to demonstrate knowledge and understanding of the key psychological concepts covered in the topic: Psychology of the Individual  They apply this knowledge to a character or celebrity of their choice. Students analyse the behaviour of their character in given contexts and identify factors that affect behaviour. They apply psychological concepts throughout the assignment and use appropriate psychological terms. Students are expected to discuss the strengths and weaknesses of the different personality theories. Students are also required to critically and logically select relevant sources, ensuring they appropriately acknowledge them. |  | 1,2,4 | * Max. 1200 words or a maximum of 8 minutes/equivalent * Students’ choice of the format for their assignment (i.e. written report, oral, multimodal) * Three weeks: one week of class time, the rest homework time |
| **Organisational Psychology & Science Inquiry Skills Test**  Students are given the opportunity to demonstrate:   * knowledge and understanding of the key psychological concepts covered in the Organisational Psychology and Science Inquiry Skills topics * informed decision-making * correct use of psychological terminology in responding to short answer questions | 3,4 | 1,2,4 | * This is a 60 minute assessment, to be completed under test conditions (i.e. direct supervision) * The test will be provided electronically and students will submit their answers electronically |
| **Psychological health and wellbeing issues analysis:**  **Social media**  Students are given the opportunity to demonstrate knowledge and understanding of the key psychological concept of social media  Students prepare a research report based on the positive and negative influences of social media. They explore the positive and negative impacts of social media and whether excessive involvement in social media should be considered an addiction with respect to proposed DSM changes.  They apply psychological concepts throughout the assignment and use appropriate psychological terms. Students are expected to discuss the strengths and weaknesses of social media, forming logical and relevant conclusions with justifications. Students are also required to critically and logically select relevant sources, ensuring they appropriately acknowledge them. | 3 | 1,2,3,4 | * Max. 1200 words or a maximum of 8 minutes/equivalent * Students’ choice of the format for their assignment (i.e. written report, oral, multimodal) * Three weeks: one week of class time, the rest homework time |
| **The Psychology of Learning Test**  Students are given the opportunity to demonstrate:   * knowledge and understanding of the key psychological concepts covered in the Psychology of Learning topic * informed decision-making * correct use of psychological terminology in responding to short answer questions | 3,4 | 1,2,3,4 | * This is a 60 minute assessment, to be completed under test conditions (i.e. direct supervision) * The test will be provided electronically and students will submit their answers electronically |

Assessment Type 3: 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 (20-credit).**Please refer to the Stage 2 Psychology subject outline.*