



Government of **Western Australia**
School Curriculum and Standards Authority

PSYCHOLOGY

ATAR COURSE

Year 12 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2017.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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Rationale

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.

Course outcomes

The Psychology ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Psychological understandings

Students understand the bases of human behaviour.

In achieving this outcome, students:

- understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act
- understand the different theoretical approaches to the various areas or domains of psychology
- understand psychology provides scientific explanations of behaviour with particular principles, procedures and approaches to data.

Outcome 2 – Investigating in psychology

Students use information gathering methods to explore and answer questions about human thinking, emotion and behaviour.

In achieving this outcome, students:

- develop and select questions and ideas or hypotheses and plan and conduct research to test these ideas in a reliable, valid and ethical way
- collect, record, classify, quantify and process data and information in organised, logical and ethical ways
- interpret and evaluate findings in relation to ideas or hypotheses being tested and reflect on the design of the research.

Outcome 3 – Applying and relating psychological understandings

Students select and apply knowledge, understandings and skills to the study of human behaviour.

In achieving this outcome, students:

- use psychological knowledge and understandings to explain thoughts, feelings and behaviours
- apply knowledge and understandings reflecting the values of the discipline of psychology
- explore and interpret human behaviour in the everyday world using psychological theory and principles.

Outcome 4 – Communication in psychology

Students use appropriate skills and processes to communicate their understanding of human behaviour.

In achieving this outcome, students:

- use psychological discourse
- interpret information received and communicate feelings, thoughts and ideas with purpose, understanding and critical awareness
- explain psychological understandings to a range of audiences for a range of purposes.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how social background and gender can shape communication styles. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations.

Unit 4

This unit focuses on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students continue to develop their understanding and application of psychological research methods.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

For each unit, the content is organised as follows:

Content organisers	Sub-organisers	
	Unit 3	Unit 4
Self	Biological influences/bases of behaviour	Developmental psychology
	Cognition	Personality
Others	Relational influences	Social psychology
	Communication	Culture and values
Research methods	Planning and conducting psychological research	
	Processing and evaluating psychological research	

Mathematical skills expected of students studying the Psychology ATAR course

The Psychology ATAR course requires students to use the mathematical skills they have developed through the Year 7–10 Mathematics Curriculum, in addition to the numeracy skills they have developed through the Science Inquiry Skills strand of the Science Curriculum.

Within the Science Inquiry Skills strand, students are required to gather, represent and analyse numerical data to identify the evidence that forms the basis of scientific arguments, claims or conclusions. In gathering and recording numerical data, students are required to make measurements using appropriate units to an appropriate degree of accuracy.

It is assumed that students will be able to:

- perform calculations involving addition, subtraction, multiplication and division of quantities
- perform approximate evaluations of numerical expressions
- express fractions as percentages, and percentages as fractions
- calculate percentages
- recognise and use ratios
- transform decimal notation to power of ten notation
- translate information between graphical, numerical and algebraic forms
- construct and interpret frequency tables and diagrams, pie charts and histograms
- describe and compare data sets using mean, median and inter-quartile range
- interpret the slope of a linear graph.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Psychology ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

Students develop literacy skills as they are introduced and become familiar with the specific discourse used in psychology. This course provides a specific and rich context for students to develop reading and writing abilities and skills in viewing and speaking, as they apply language in different contexts and for different purposes. Students develop literacy capability as they learn key research and investigative skills which enhance their ability to access, interpret, analyse and challenge information, and evaluate the changing knowledge base in psychology. Students use language structures to formulate hypotheses, relate information, provide explanations and construct evidence-based arguments. Students communicate research findings using multiple ways of representing data to articulate and illustrate relationships they have observed or constructed.

Numeracy

Students develop numeracy skills as they consider and evaluate psychological research, including the ability to display and interpret quantitative data, and apply processes of correlation and probability to inform the development of evidence-based conclusions.

Information and communication technology capability

In the Psychology ATAR course, students develop and apply information and communication technology (ICT) capability as they learn to effectively and appropriately access, create and communicate information and ideas, solve problems and work collaboratively. Students research psychological concepts, collect and analyse data and communicate understandings using a range of technologies.

Critical and creative thinking

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, consider alternatives and solve problems. In this course, critical and creative thinking is embedded in the skills of planning, conducting, processing and evaluating psychological research. Students generate and examine hypotheses, make predictions, solve problems and analyse and evaluate evidence.

Personal and social capability

Psychology seeks to explain how individuals think, feel and act. In this course, students develop personal and social capabilities as they engage in the study of key theories which seek to explain how emotions, self-understanding and relationships influence decisions and actions. Students learn about the impact of groups and effective communication processes, and are encouraged to reflect on how relationships can be improved. Personal and social capability is also enhanced as students apply psychological knowledge to make informed choices about issues that impact their lives and consider the application of psychological concepts to meet a range of personal and social needs.

Ethical understanding

In this course, students learn about key psychological theories and the way in which the rights, integrity and propriety of people, who are the subject of psychological research, are held in high regard. Students develop the capacity to form and make ethical judgements through the study of ethics in psychology, and explore and apply ethical guidelines as they engage in planning, conducting, processing and evaluating psychological research.

Intercultural understanding

Cultural attitudes and perspectives are important influences on behaviour and relationship development. Students examine how culture impacts on beliefs, attitudes and practices.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Psychology ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander Peoples have longstanding scientific traditions. They have developed knowledge about the world through observation, prediction, creating hypotheses and making generalisations. In this course, scientific methods which propose to explain human behaviour are consistent with those which have been practised and transmitted in Aboriginal culture from one generation to the next. The study of the scientific method used in psychology has close links to the way in which Aboriginal and Torres Strait Islander Peoples view their world and therefore contributes to a better understanding of Aboriginal and Torres Strait Islander histories and cultures.

Asia and Australia's engagement with Asia

Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' scientific knowledge, understanding and skills. In this course, students learn about the diversity of cultures, traditions and beliefs and their impact on human behaviour, including the influence of traditional and contemporary Asian cultures.

Sustainability

Through the process of scientific investigation, students identify and understand relationships between variables and the notion of cause and effect. They develop skills in observation and analysis which enable them to examine relationships in the world around them and appreciate the contribution of science toward the development of a sustainable future.

Unit 3

Unit description

The focus of this unit is to introduce new concepts which assist students to have a better understanding of human behaviour. In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement and observational learning. They further expand their knowledge and understanding by examining behaviour that is not influenced by learning, such as heredity, hormones and recreational drugs. Students learn about the impact of others on individual behaviour. They examine the socialisation processes observed within families and explore how social background and gender can shape communication styles. They expand on their knowledge of ethics in psychological research by considering the role of the experimenter and participants' rights such as privacy and anonymity. Students engage in detailed investigations of experimental methods, noting practical issues associated with research and its application.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Self

Biological influences/bases of behaviour

- structure and function of the nervous system
 - central nervous system
 - brain
 - spinal cord
 - peripheral nervous system
 - somatic nervous system
 - autonomic nervous system – sympathetic, parasympathetic
- process of neural transmission
 - role of synapses
 - role of neurotransmitters – serotonin, dopamine
- roles of the four lobes of the cerebral cortex
 - frontal lobe – Broca's area, primary motor cortex
 - parietal lobe – primary sensory cortex
 - occipital lobe – primary visual cortex
 - temporal lobe – Wernicke's area, primary auditory cortex
- factors that affect behaviour, emotion and thought, including:
 - heredity – the role of genetics
 - hormones – the effects of adrenaline and noradrenaline
 - psychoactive drugs – the effects of depressants, stimulants and hallucinogens

Cognition

- psychological concepts and processes associated with memory and their relationship to behaviour
 - multi store model of memory – Atkinson and Shiffrin, 1968
 - sensory register
 - duration, capacity, encoding
 - short-term memory (working memory)
 - duration, capacity and encoding
 - working memory model – Baddeley and Hitch, 1974
 - long-term memory
 - duration, capacity and encoding
 - procedural memory
 - declarative memory – semantic and episodic
 - recall, recognition, re-learning
 - forgetting: retrieval failure, interference, motivated forgetting, decay
- theories and processes of learning
 - classical conditioning
 - operant conditioning
 - observational learning
- techniques for modifying behaviour
 - token economies
 - systematic desensitisation
 - Cognitive Behaviour Therapy (CBT)
 - positive and negative reinforcement, including rewards and punishment

Others

Relational influences

- types of solutions to resolve conflict
 - imposed
 - distributive
 - integrative
- techniques for resolving conflict
 - mediation
 - negotiation
 - counselling
- socialisation processes observed within families
 - attachment – Harlow, Bowlby, Ainsworth
 - features of different parenting styles – authoritative, authoritarian and permissive

Communication

- communication styles
 - impact of social background – Bernstein, Labov
 - examples of gender differences – Tannen

- features of persuasive communication
 - source of the message
 - nature of the communication
 - characteristics of the audience
- features and limitations of theories of language development
 - innate and learned behaviours – Chomsky, Bruner

Research methods

Planning and conducting psychological research

- research terminology
 - experimental, non-experimental
 - scientific, non-scientific
 - sample
 - population
- ethics in psychology research
 - role of the experimenter
 - participants' rights – privacy, anonymity, confidentiality, voluntary participation and withdrawal rights
 - informed consent procedures
 - deception in research
 - professional conduct
- practical issues associated with planning and conducting research
- difference between sample and population data
- features of experimental research methods
 - independent and dependent variables
 - operational hypotheses
 - controlled and uncontrolled variables
 - experimental and control groups
 - placebo and experimenter effects
 - reliability and validity
 - longitudinal and cross-sectional designs
- features of non-experimental (descriptive) research methods
 - case studies, surveys, correlational studies and archival research
 - behavioural variables (not dependent and independent variables) in correlational studies
- qualitative methods of data collection
- objective quantitative measures in research – physiological measures
- subjective quantitative measures in research – checklists and rating scales, such as Likert scales

Processing and evaluating psychological research

- methods of displaying quantitative data – tables, graphs and diagrams
- data interpretation
 - measures of central tendency – mode, mean and median
 - measures of dispersion – normal curve, range, variance and standard deviation
 - role of probability
- use of correlation to establish association between variables
- sources of error in data and ways of reducing these
- the concept of statistical significance
- evaluation of and ways of improving research

Unit 4

Unit description

In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations and analyse the causes of conformity and obedience by investigating the results of famous experiments conducted by Asch, Milgram and Zimbardo. They also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events. Students continue to develop their understanding and application of psychological research methods. They manipulate dependent and independent variables to test hypotheses and use statistical significance to draw conclusions.

Unit content

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Self

Developmental psychology

- stages and characteristics of developmental theories
 - Piaget's theory of cognitive development
 - Kohlberg's theory of moral development
 - Erikson's stage theory of identity
- features of Bandura's Social Learning Theory
 - the role of observational learning and modelling

Personality

- features and limitations of contemporary personality theories
 - trait theories – McCrae and Costa
 - humanistic theories – Rogers and Maslow
 - social-cognitive theory – Mischel and Bandura

Others

Social psychology

- the influence of groups on behaviour
 - group polarisation
 - conformity and obedience – Asch, Milgram and Zimbardo
 - impact of the presence of others on individual behaviour – social facilitation and inhibition
- theories of social psychology
 - attribution theory – Heider, Kelley
 - cognitive dissonance theory – Festinger

Culture and values

- sense of community as defined by McMillan and Chavis
 - membership
 - influence
 - integration and the fulfilment of needs
 - shared emotional connection
- impact of significant events on individuals and communities
 - positive responses – resilience and post traumatic growth
 - negative responses – post traumatic stress disorder
 - event characteristics contributing to stress – predictability; controllability; experience of threat or loss

Research methods

Planning and conducting psychological research

- research terminology
 - experimental, non-experimental
 - scientific, non-scientific
 - sample
 - population
- ethics in psychology research
 - role of the experimenter
 - participants' rights – privacy, anonymity, confidentiality, voluntary participation and withdrawal rights
 - informed consent procedures
 - deception in research
 - professional conduct
- practical issues associated with planning and conducting research
- difference between sample and population data
- features of experimental research methods
 - independent and dependent variables
 - operational hypotheses
 - controlled and uncontrolled variables
 - experimental and control groups
 - placebo and experimenter effects
 - reliability and validity
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- features of non-experimental (descriptive) research methods
 - case studies, surveys, correlational studies and archival research
 - behavioural variables (not dependent and independent variables) in correlational studies
- qualitative methods of data collection
- objective quantitative measures in research – physiological measures
- subjective quantitative measures in research – checklists and rating scales, such as Likert scales

Processing and evaluating psychological research

- methods of displaying quantitative data – tables, graphs and diagrams
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 - measures of central tendency – mode, mean and median
 - measures of dispersion – normal curve, range, variance and standard deviation
 - role of probability
- use of correlation to establish association between variables
- sources of error in data and ways of reducing these
- the concept of statistical significance
- evaluation of and ways of improving research

School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Psychology ATAR Year 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
<p>Investigation</p> <p>Students plan and conduct a study to answer a research question that can include predicting, hypothesising, designing, controlling variables, gathering and organising data, and interpreting and evaluating research findings.</p> <p>Evidence can include: an experimental design brief, a formal investigation or laboratory report, notes, journals, quantitative and/or qualitative analyses of data from observation checklists, and/or self or peer evaluation tools.</p>	15%
<p>Response</p> <p>Students apply knowledge and skills to analyse, interpret and evaluate data, and identify ethical issues.</p> <p>Evidence can include: reports, literature searches, tests, observations during the analysis process, evaluation forms and journals.</p>	30%
<p>Project</p> <p>Students communicate psychological knowledge, skills and processes in familiar and unfamiliar contexts.</p> <p>Evidence can include: observation checklists, evaluation forms, questionnaires, posters, observations during discussion, journals, video and/or audio recording, group work, role-plays and/or oral presentations.</p>	15%
<p>Examination</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an investigation could be validated by a task (such as a structured essay or extended response) which is completed in class after the assessment is submitted.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Psychology ATAR Year 12 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

ATAR course examination

All students enrolled in the Psychology ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the ATAR course examination are prescribed in the examination design brief on the following page.

Refer to the WACE Manual for further information.

Examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: three hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: up to three calculators, which do not have the capacity to create or store programmes or text, are permitted in this ATAR course examination

SECTION	SUPPORTING INFORMATION
<p>Section One</p> <p>Research methods</p> <p>20% of the total examination</p> <p>1–3 short answer questions</p> <p>Suggested working time: 30 minutes</p>	<p>Questions require the candidate to demonstrate knowledge and application of research methods in psychology.</p> <p>Questions can require candidates to refer to stimulus materials which can include: text, diagrams, tables and/or graphs.</p>
<p>Section Two</p> <p>Short answer</p> <p>55% of the total examination</p> <p>6–8 short answer questions</p> <p>Suggested working time: 90 minutes</p>	<p>This section contains questions from both of the content organisers: Self and Others.</p> <p>Each question is topic specific and has sub-parts that generally increase in complexity.</p> <p>Questions can require candidates to refer to stimulus materials which can include: text, diagrams, tables and/or graphs.</p>
<p>Section Three</p> <p>Extended answer</p> <p>25% of the total examination</p> <p>Two questions</p> <p>Suggested working time: 60 minutes</p>	<p>Questions focus on topics that draw on one or more content areas of the syllabus.</p> <p>Questions require the candidate to write structured answers to demonstrate their psychological understandings and knowledge of human behaviour in the everyday world. Candidates are required to apply their knowledge to real-life problems, situations, and/or scenarios, and cite examples of psychological theories and research evidence to support their response.</p> <p>Questions can require candidates to refer to stimulus materials which can include: text, diagrams, tables and/or graphs.</p>

Appendix 1 – Grade descriptions Year 12

A

Understanding and applying concepts

Discusses, in detail, a range of psychological theories, models and concepts supported by multiple cited references.

Critically evaluates psychological theories and research to apply a range of relevant psychological theories, models and concepts in the interpretation of human behaviour, emotion and thought in the everyday world.

Uses a broad range of appropriate psychological terminology consistently to explain human behaviour, emotion and thought in a clear and logical way.

Research methods

Provides a detailed discussion of relevant research, citing two or more studies where the method and the findings are included; clearly links the research to the current study.

Provides context by discussing the constructs relevant to the investigation.

Highlights the application of the study to real-life problems in society.

Includes an aim which justifies the reasoning for the current investigation.

Identifies variables and formulates an operational hypothesis.

Develops methods that include ethical considerations and provide specific, accurate information which can be replicated.

Organises accurate, descriptive data into an appropriate, correctly labelled form.

Correctly calculates a range of statistics and provides a complete description of the data.

Discusses, using supporting evidence, whether the results support or refute the hypothesis.

Provides a detailed analysis of results.

Correctly discusses relevance of results to the population from which the sample was drawn, to psychological theory and to past research.

Recognises inconsistencies in data and suggests improvements to reduce sources of error in the data and research design.

B

Understanding and applying concepts

Discusses psychological theories, models and concepts supported by cited references.

Evaluates psychological theories and research to apply relevant psychological theories, models and concepts in the interpretation of human behaviour, emotion and thought in the everyday world.

Uses a range of appropriate psychological terminology consistently to clearly explain human behaviour, emotion and thought.

Research methods

Provides a discussion of relevant research, citing one to two studies where the method or the findings are included.

Provides context by discussing some of the constructs relevant to the investigation.

Includes an aim for the current investigation and formulates a directional hypothesis with clearly identified variables.

Develops methods that include some ethical considerations and provides information that can be replicated.

Organises data into an appropriate form though some labelling is missing or incorrect.

Calculates statistics accurately but only provides a partial description of the data.

States whether results support the hypothesis and states some evidence from the investigation.

Correctly discusses relevance of results to some of the following: the population, to psychological theory and to past research.

Suggests specific changes that would improve the techniques used or the design of the investigation.

C	<p>Understanding and applying concepts</p> <p>Describes psychological theories, models and concepts, often without cited references or with irrelevant cited references.</p> <p>Briefly evaluates psychological theories and research to interpret human behaviour, emotion and thought in the everyday world.</p> <p>Uses simple psychological terminology consistently to explain human behaviour, emotion and thought.</p>
	<p>Research methods</p> <p>Refers to relevant research and provides context by discussing some of the constructs relevant to the investigation.</p> <p>Includes an aim for the current investigation and formulates a hypothesis.</p> <p>Describes a method without reference to ethical considerations and provides general information that cannot be replicated.</p> <p>Collects and organises data, but not in the most appropriate form.</p> <p>Inaccurately calculates statistics.</p> <p>Provides a partial description of the data, but confuses a statement of results with the discussion.</p> <p>States whether results support the hypothesis.</p> <p>Correctly discusses relevance of results to psychological theory and/or population.</p> <p>Gives general suggestions for improving the investigation.</p>
D	<p>Understanding and applying concepts</p> <p>Presents statements of ideas with limited reference to psychological theories.</p> <p>Lists psychological theories, models and concepts, but sometimes lacks detail to interpret human behaviour, emotion and thought in the everyday world.</p> <p>Uses limited psychological terminology to describe human behaviour, emotion and thought.</p>
	<p>Research methods</p> <p>Makes general comments in relation to the topic.</p> <p>Attempts to write an aim for the current investigation and identifies one or more relevant variables without making links between them.</p> <p>Describes a method without reference to ethical considerations and provides limited or incorrect information.</p> <p>Only displays raw data without visual representation.</p> <p>Omits use of statistics and makes general statements to describe data.</p> <p>Incorrectly relates results to the hypothesis.</p> <p>Incorrectly discusses relevance of results to psychological theory and/or population.</p> <p>Identifies the main difficulties experienced in conducting the investigation.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>