

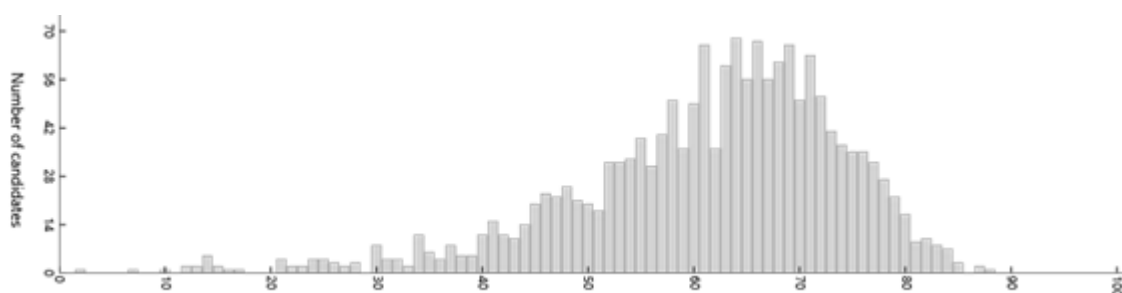


Summary report of the 2024 ATAR course examination report: Psychology

Year	Number who sat	Number of absentees
2024	1652	17
2023	1762	35
2022	1700	57
2021	1824	48

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution



Summary

The examination followed the design brief, using syllabus terminology and key verbs from the *Glossary of key words used in the formulation of questions*. The examination allowed candidates sufficient time to complete it and was fair and accessible to all candidates.

Attempted by 1635 candidates Mean 61.33% Max 87.78% Min 1.54%

Section means were:

Section One: Short answer	61.97%		
Attempted by 1635 candidates	Mean 43.38(/70)	Max 62.54	Min 1.54
Section Two: Extended answer Part A	58.17%		
Attempted by 1632 candidates	Mean 5.82(/10)	Max 9.62	Min 0.00
Section Two: Extended answer Part B	60.67%		
Attempted by 1621 candidates	Mean 12.13(/20)	Max 20.00	Min 0.00

General comments

The examination included one compulsory question in the Extended answer section and one question where candidates could choose from a list of two Extended answer questions. The Science inquiry content was embedded throughout the examination and not in a stand-alone section. Maximum marks were achieved for all questions of the examination, including all components of the Extended answer questions, indicating that the examination was accessible to candidates. Questions allowed for discrimination among candidates, and there was a balance of questions across the syllabus and between Units 3 and 4.

Advice for candidates

- Learn the instructional verbs as defined in the *Glossary of key words used in the formulation of questions*, which is available online through the course page.
- Use syllabus content points as the basis for your revision.

- Pay attention to the named theorists and designated studies in the syllabus. Learn the key dates.
- Ensure that you are able to apply and critically evaluate named studies and theories, not just simply recall or comprehend them.
- Do not rely solely on a textbook, as it may not provide all the information needed to address all syllabus content.
- Use psychological terminology correctly.
- Be aware of the correct spelling for key terms/theorists in the syllabus.
- Ensure you are answering the question being asked directly.
- Ensure you are referring to the context or scenario for a question when instructed to.
- Plan your Extended answer responses based on the scaffolded dot points to maximise marks.
- Choose your Extended answer wisely and select the one that you are most confident with.
- Ensure that you acknowledge the source of theories and research. This is attributed to the original researcher – e.g. Pavlov (1902).
- Ensure you read the entire question, not just the action statement. There is key information in the stems that guide you.

Advice for teachers

- Refer to, use, and direct students to the *Glossary of key words used in the formulation of questions*. Provide students with opportunities to practise and understand these verbs within different contexts.
- Ensure that the Science inquiry content is embedded within different aspects of the course and assessed across both units.
- Ensure students have opportunities to practise applying their knowledge in varying levels of questioning, such as define, explain, use and/or create.
- Use various resources (both sources and source type) to ensure students have a strong grasp of syllabus content.
- Theorist focus should be on their work that is relevant to the current syllabus.
- Ensure that students are provided with the requirements of the named theorists, specified characteristics and features of the theory, the strengths and limitations of the theory, and the application of the theory to a real-world context.
- Ensure that the students are provided with the requirements of the named studies; the aim, method, key findings, contributions to psychology and the criticisms/limitations of each named study.
- Give students practice in applying the findings of studies in the syllabus to other contexts.
- Cover and assess all of the content of the syllabus.
- A reminder that the focus of Maslow in the syllabus is on motivation and not personality. Ensure delivery of the content from this perspective.

Comments on specific sections and questions

Section One: Short answer (136 Marks)

Section One consisted of six questions and sub-questions covering the syllabus content of Psychological knowledge and understanding and Science inquiry. The average was 61.97% and maximum marks were achieved on all questions. Some candidates experienced difficulties with Question 6, suggesting that the depth of knowledge required for named studies was not evident. Some candidates had difficulty with the higher-order cognitive requirements of applying and critiquing the study.

Section Two: Extended answer Part A (26 Marks)

For this compulsory question, candidates were required to acknowledge sources of information. Despite being given the necessary information in the question, most candidates only provided the name of the theorist but not the date. The limited knowledge of Pavlov's (1902) study and its contribution to psychology prevented some candidates from achieving maximum marks.

Section Two: Extended answer Part B (34 Marks)

Candidates had a choice of questions for Part B of the Extended answer. More than 73% of the candidates attempted Question 8. The smaller number of candidates who chose Question 9, overall, achieved higher marks.