

Psychology

Social & Community Work

Sociology

LEARNER GUIDE

Behavioural Sciences

**This is an initiative of the Canberra College Literacy Plan**

This booklet is designed to give you information that will help you in your studies. It contains a number of different types of information including contact details, reference list writing, marking rubrics and schemes, information about producing different types of assessment items, samples of excellent work, resources you can use, and academic requirements.

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INFORMATION ABOUT THE CLASS FACULTY

Head of Faculty (SLC): Kevin Howard

CLASS Faculty Phone Number: 61423328

To email a teacher use the following format:

[firstname.lastname@ed.act.edu.au](mailto:firstname.lastname@ed.act.edu.au)

The Commerce, Languages and Social Sciences (CLASS) Faculty consists of the following courses:

1. Accounting
2. Business
3. Business Services
4. Chinese
5. Economics
6. French
7. German
8. Global Studies
9. Italian
10. Japanese
11. Legal Studies
12. Psychology
13. Social and Community Work
14. Sociology

ACADEMIC REQUIREMENTS

This Learner Guide covers the Behavioural Sciences – Psychology, Social and Community Work and Sociology.

Psychology and Sociology are grouped into the same Scaling Group (Behavioural Sciences) for assessment purposes. As a result, each of these courses are assessed by using the following 3 assessment task types each semester:

1. In-class Application – an open response task (similar to the AST Writing Task) completed in-class. Usually around 800 words.
2. Research, Investigation and Analysis task – a written essay or report of around 1,500 words.
3. Oral Presentation/Seminar – roughly 10-15 minutes in length.
4. Final Exam – held at the end of each semester.

**Non-serious Attempt** – The BSSS Policies and Procedures manual contains the following statement:

4.3.9 Completion of Assessment Items

*Students are required to substantially complete and submit all assessment items that contribute to the assessment for a unit unless due cause and adequate documentary evidence is provided.”* For instance, if the word count required for a report is 800 words and only a 100 word assignment is submitted then this will be deemed a non-serious attempt and will be regarded as a ‘non-submission’ of that particular task. As another example, if approximately less than 50% of a Test is attempted and/or answers are given which indicate lack of preparation for the task then this will be deemed a non-serious attempt and will be regarded as a non-submission of that particular task.

**Drafts** – we strongly advise students to give their teachers a draft prior to handing in an assessment task. Teachers will provide feedback that should be considered when redrafting your work for final submission. Teachers may give you specific information about when they will accept drafts but a good rule to remember is no later than **a week before the due date** gives your teacher enough time to read your work and make suggestions.

HOW TO SEEK AN EXTENSION

On occasions, students may find that they are unable to meet the due date for a specific task. If you are unable to meet the due date specified, and you have a legitimate reason, you may apply for a small extension past the due date, to your class teacher. It will be up to the teacher to determine whether an extension is to be given, after discussions with the student. Extensions should be sought **prior** to the due date. A record will be kept of students who have applied for an extension by the teacher and the agreed time period allowed for submitting the assessment item.

SUBMISSION OF WORK

There is an expectation that all assessment items will be submitted by the due date, as shown on the task as well as the Unit Outline (which is issued at the beginning of the unit). A declaration of original work must be completed and submitted with each assessment task (except for the Open Response Task and Final Exam). When you hand in the hard copy of your work, make sure you receive and keep the signed and dated receipt. This is the only evidence that we will accept as proof of submission.

BSSS POLICIES REGARDING ASSESSMENT

**The following is edited from the Board of Senior Secondary Studies Policy and Procedures Manual:**

4.3.8 ATTENDANCE/PARTICIPATION

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit.

4.3.9 COMPLETION OF ASSESSMENT ITEMS

Students are required to substantially complete and submit all assessment items that contribute to the assessment for a unit unless due cause and adequate documentary evidence is provided.

Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be deemed to have voided the unit.

4.3.10 LATE SUBMISSION OF ASSESSMENT TASKS

The following policy is to ensure equity for all students:

▪ All assessment tasks are expected to be submitted by the specified due date.

▪ Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero.

▪ Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.

4.3.11 NOTIONAL ZEROS

Calculation of a notional zero is based on items submitted on time or with an approved extension. Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero.

4.3.12 PLAGIARISM AND DISHONESTY

The Board views seriously any breach of the rules or instructions governing assessment.

Any cheating, plagiarism, dishonesty, alteration of results or improper practice in relation to any school-based assessment in any subject accredited or registered by the Board shall constitute a breach of discipline. This includes any tampering with the assessment data on computer files by a student.

4.3.12.1 PLAGIARISM

Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student’s own work.

Examples of plagiarism could include, but are not limited to:

▪ submitting all or part of another person’s work with/without that person’s knowledge

▪ submitting all or part of a paper from a source text without proper acknowledgement

▪ copying part of another person’s work from a source text, supplying proper documentation, but leaving out quotation marks

▪ submitting materials which paraphrase or summarise another person’s work or ideas without appropriate documentation

▪ submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

**RESOURCES AND WEBSITES**

|  |
| --- |
| The Canberra College Library: <https://sites.google.com/a/ed.act.edu.au/cclibrary/home>   * click on the tab ‘Resources by Subject’   **Recommended reading and websites for Sociology:**  Thoughtco <https://www.thoughtco.com/sociology-4133515>  Crash Course Sociology <https://thecrashcourse.com/courses/sociology>  Khan Academy Society and Culture <https://www.khanacademy.org/test-prep/mcat/society-and-culture>  OpenStax, Introduction to Sociology. OpenStax CNX. Feb 14, 2019 <http://cnx.org/contents/afe4332a-c97f-4fc4-be27-4e4d384a32d8@11.1>  Boundless Sociology, Simple Book Publishing <https://courses.lumenlearning.com/boundless-sociology/>  Cliffnotes  <https://www.cliffsnotes.com/study-guides/sociology/>  Open Library <https://open.lib.umn.edu/sociology/> |

THE HARVARD REFERENCING OUTLINE

**WRITING A REFERENCE LIST**

At College and University a large percentage of your written work is based on the ideas of other writers. Therefore, it is important to let the reader of your writing know where you found your ideas. Whenever you have taken something from another author (that is, you have taken an author’s theory, opinion, idea, example, conclusion, or findings), you must say *where* the original can be found. In other words, you must *acknowledge* and *cite* your sources. This is important whether or not you use the author’s own words and, importantly, to avoid **plagiarism**. Plagiarism occurs when you use other people’s ideas, words or data as if they were your own. Deliberate plagiarism is a serious act of academic misconduct.

**WHEN should I acknowledge my sources?**

You should acknowledge your sources whenever you use a source of information:

* as your inspiration
* as the source of a theory, argument or point of view
* for specific information such as statistics, examples or case studies
* for direct quotations (using the author’s exact words)
* to paraphrase or summarise an author’s work.

**HOW do I integrate my sources into my writing?**

When you are taking something from another source, you are taking it out of its original context and putting it into a new context – your own assignment. You must make sure it fits properly into this new context. This means:

* it must be relevant to your argument
* it must join neatly with what comes before and after
* it must make logical and grammatical sense.

**Principles of author-date referencing**

There are two parts to the author-date system of referencing:

* the author, date **and** page number are referred to (in brackets) in the text or main body of your writing (called *embedded* or *in-text* referencing). These should be within the paragraph rather than at the end.
* all of the resources referred to in the body of the writing are included in the *reference list* at the end of the assignment. All information is included in this list: author, date, title of publication, publisher and where it was published. *See Harvard Referencing System not Chicago Referencing System.*

The other features of author-date referencing include:

* a specific order in which this information should be structured
* the in-text reference which should be placed (cited) in such a way that it causes minimal disruption to the flow of your writing—this usually means at the very end or the very beginning of your sentences (see ways of citing below, but not at the end of the paragraph).

When you cite sources of information in the text of your assignment—regardless of whether you quote, copy, paraphrase or summarise—you should include:

* the author’s surname (family name)
* the year of publication (latest edition)
* page numbers when directly quoting or closely paraphrasing an author’s words/material

**Eg 1: Author prominent**

This way gives prominence to the author by using the author’s surname (family name) as part of your sentence with the date and the page number in parentheses (round brackets).

*Direct quote example*

Cowie (1996, p. 91) argues that ‘socialism rejected the liberal ideals of individualism and competition’.

*Paraphrase example*

Cowie (1996) suggests that unlike capitalism, socialism promotes the good of the whole before the good of the individual.

**Eg 2: Information prominent**

The other way of citing references gives prominence to the information, with all the required referencing details in parentheses at the end of the citation.

*Direct quote example*

It has been argued that ‘socialism rejected the liberal ideals of individualism and competition’ (Cowie 1996, p. 91).

*Paraphrase example*

Unlike capitalism, socialism promotes the good of the whole before the good of the individual (Cowie 1996).

**Verbs that help with author-prominent referencing**

state point out describe remark add suggest maintain

assert affirm agree claim clarify disagree contest

contend highlight find show imply theorise offer

predict question dispute justify confirm reason

**Paraphrasing**

Paraphrasing means to restate accurately and succinctly in your own words something you have read. If your work does not refer to specific ideas on particular pages of a resource but to general themes mentioned throughout the resource, page numbers need not be shown.

***General theme***

Studies (Tanner 1999) indicate that the economic structure of Australia today is far more unpredictable and unstable than it was thirty years ago.

***Specific idea***

Tanner (1999, p. 22) claims that the introduction of the GST in the Australian economic structure has not impacted the price of fuels.

**Paraphrase or use quotations?**

It is preferable that you **paraphrase** (put ideas in your own words) as too many **quotations** (using the exact words) can lead to a poorly written assignment. A general rule in academic circles is that no more than 10% of an assignment should be in the form of direct quotations. No matter whether you use quotations or paraphrase another’s words, you always need to give references—both in the text and in the reference list.

**Elements for referencing a book**

For a **book**, the following elements should be presented in this order:

* + surname and initials of author(s)
  + year of publication
  + title of book (in italics) in minimal capitalisation
  + the edition, for example, 4th edn, if not the original publication
  + publisher
  + place of publication.

**Elements for referencing a journal article**

For a **journal article**, the following elements should be presented in this order:

* + surname and initials of author(s)
  + year of publication
  + title of article in single quotation marks
  + title of journal or periodical in italics and maximal capitalisation
  + volume number where applicable
  + issue number or other identifier where applicable, for example, Winter
  + page number(s).

**Arranging the reference list**

1. The reference list is arranged in alphabetical order according to the author’s family name. (Do ***not*** use numbers, letters or bullet points to begin each entry.)
2. Any reference that starts with a number (e.g. 7:30 Report) precedes the alphabetical listing and is listed numerically.
3. Where there is more than one author of a publication, maintain the order of their names as they appear on the title page of the publication, even if they are not in alphabetical order on the title page.
4. If a reference has no author, list it alphabetically according to the sponsoring body, for example, CSIRO or Education Queensland.
5. If there is no author or sponsoring body, list alphabetically according to the title. The whole title of the resource must appear, but when listing alphabetically, ignore words such as, ‘The’, ‘A’, ‘An’ at the beginning of the reference’s title. For example, ‘The Australian child’ should be alphabetised according to the ‘A’ in ‘Australian’.
6. If there are two or more references by the same author, then list them in order of publication date with the **oldest** work first.
7. If references by the same author have been published in the same year, then list them alphabetically according to the title and add the letter ‘a’ after the first date, and ‘b’ after the second date, and so on, (e.g. 1993a, 1993b, 1993c).

**Reference List or Bibliography?**

Generally, a reference list contains only those sources you actually referred to in your assignment. So, for each resource on your list, there will be some citation in your assignment. Your marker will check these off as he/she reads through your work

A bibliography, sometimes, is taken to be a list of all those sources you looked at. This list, also attached to the back of your assignment, contains all those books, articles, website, and so on, you cite in your assignment but also those ones you consulted but didn't actually cite in your assignment.

Here some examples of how items might look in the Reference List at the end of your assignment:

**Textbooks:**

Peters, Pam 1995, *The Cambridge Australian English Style Guide*, Cambridge University Press, Melbourne.

Australian Bureau of Statistics 1985b, *Projections of the Population of Australia, States and Territories*, *1984 to 2021*, Cat. No. 3222.0, ABS, Canberra.

**Journals or Reports:**

Northern Territory Law Reform Committee, *Report on Aboriginal Customary Law (2003)* Pg 19, Retrieved on January 5, 2013 at: <http://www.nt.gov.au/justice/docs/lawmake/ntirc_final-report.pdf>

ASTEC 1994, *The Networked Nation*, Retrieved on March 18, 2013, at:

[http://www.aph.gov.au/library/intguide/law/civlaw.htm p 4](http://www.aph.gov.au/library/intguide/law/civlaw.htm%20p%204)

**Evaluating web sites for educational use**

Take care to evaluate the *quality* and *trustworthiness* of any electronic information you wish to use in an academic assignment. The standard of reliability and validity for information on web sites is often not as high as for articles in published materials. Anyone can place information on the WWW, often without any review process. Reliable sources generally include:

* + refereed articles in online journals
  + articles from databases selected by the university
  + articles published by universities, government departments, business organisations, reputable lobby groups.

**Adopt a cautious approach!**

Consider the following:

1. What is the purpose of the web site? Ascertain the purpose (to inform, to persuade, to sell). If you know the motive behind the web page, you can judge it better.
2. Is there an author/sponsor? If you cannot find an author or an organisation responsible for publishing the site, then it most probably is not reliable. Is the author qualified to write about this topic? What is the author’s expertise? Is the sponsor reputable? Are opinions being presented as facts? Try to differentiate fact from fiction. Authenticity is not always easy to confirm, so test one source against another. Make sure there is no bias evident. Check that the person presenting the information does not have a vested interest in proposing the particular view point.
3. Are references or bibliographies included?
4. How current is the information?
5. When was the website last updated?
6. Is the information well written, free of spelling, punctuation and grammatical errors?

**Note:** It is accepted that some of the electronic information which you use may not be retrievable as it is either being updated/amended or has been deleted. To guard against this possibility, print the material you are referring to or save it to a disk so that you have a permanent record.

**IN-TEXT CITATION – HARVARD STYLE**

***An in-text citation must include the following either within or***

***at the end of the written text.***

1. The surname of the author, or short title if there is no author
2. The date of publication
3. The page number

***Quoting a large piece of text from another author where quoted text occupies more than two lines.***

**Leave a line above and below the quote.**

**Use three dots to show where words have been omitted.**

The importance of material wealth with regard to marriage is given much significance in *Pride and Prejudice:*

*…Mr Darcy soon drew the attention of the room by his fin, tall person, handsome features, noble mien; and the report which was in general circulation within five minutes after his entrance, of his having ten thousand a year.* (Austen 1996, p. 12)

Since in the context of the time, it was beyond the capability of a woman in society to earn a living, a potential husband’s income was of major importance

**Indent from the margin. No quotation marks. May use different size font or italics.**

**Unless previously mentioned, include author and date of publication. State page number.**

***Quoting within your text***

**Include author and title**

Bjorn Lomborg in *The skeptical environmentalist*, concludes after exhaustive analysis of data projections that “as far as agriculture is concerned, global warming will be tough on developing countries” (1998, p.289) and…

**Year of publication, if not already mentioned, and page number after quote**

**Use quotation marks around the quoted words**

***Incorporating another author’s ideas into your text (without quoting their exact words)***

**Refer to the author in your sentence**

**Year of publication in brackets. If no date available, use n.d.**

Lim (2004) suggests that many plants could migrate hundreds of kilometres from their original sites, due to the warming of the planet.

***Incorporating more than one item into your text using “see” or “see also”***

The effects of global warming on plant life are becoming much better understood in recent years (see Lim 2004, pp 24-25; see also ‘Ocean plant life slows down’, 2003)

**Title of article on website, date of publication**

**Author, date of publication and page numbers**

**ASSESSMENT**

In Psychology & Sociology there are generally three assessment tasks which students complete each semester. These are the:

1. In-Class Essay – 30%
2. Research (Sociology)or Research & Oral presentation (Psychology) – 40%
3. End of Semester Test – 30%

However, in Semester for Psychology, the assessment tasks change to:

1. Experimental Report – 40%
2. End of Semester Test – 30%
3. In-Class Essay – 30%

**IN-CLASS ASSESSMENT**

**WHAT IS AN IN-CLASS ASSESSMENT TASK?**

An In-class assessment is usually an open response task that is completed in class and requires you to apply content/ideas from class to a case study (from a film/documentary) as well as incorporating additional stimulus material. It is an AST style assessment and is about your response to two or more stimulus articles.

One stimulus could be a DVD or documentary another could be a journal article or news article associated with an area of your course.

This assessment is a test of your reasoning and thinking, and your ability to explain and justify your views. You should write clearly and legibly so as to communicate your understanding as best as you can. This task aims to test your ability to produce, explain and justify ideas.

**CRITERIA FOR IN-CLASS ASSESSMENTS:**

* Ability to demonstrate a depth of understanding of the concepts and theories in developmental psychology
* Ability to justify your argument
* Ability to apply, analyse and synthesize information related to developmental psychology
* Quality of written expression
* Ability to allocate time efficiently and effectively

**CONTEXT**

The In-class assessment happens after the class have viewed a film or documentary that relates to the concepts covered in class. Students are also given a small collection of extra stimulus material (articles) relating to the film/documentary and the psychological concepts it relates to.

**TYPICAL INSTRUCTIONS:**

In an In-class assessment you are to **develop a focus question** and **write an open response** of roughly 600 to 700 words (Accredited students) or 750 to 800 words (Tertiary students).

The question can consider any issue/s relating to content covered in class. You are required to construct an argument and create a written response that answers your focus question, analysing and considering the range of stimulus material available.

You need to **make reference to a range of psychological theorists and ideas**, as well as **drawing on evidence from the film/documentary** (e.g. quotes, narrative and particular scenes) **and the additional stimulus material**.

Usually, students are given **one lesson to formulate and draft a response**. Any papers will then be collected. Then students **have a second lesson to write their final submission**.

**Tertiary students** are **permitted** to bring **one page of personal notes** (A4, single sided) into the in-class assessment. Tertiary students are not permitted to bring photocopied class material, print outs of class or other content, or copies of the addition stimulus material. For **Accredited students** this is an **open book** assessment and they may bring any notes they deem useful.

**HOW TO:**

1. Read the stimulus articles.

* Identify the main area of interest
* Underline the main points
* Identify the main research points i.e. what are the main psychological / sociological findings, who is the author/ researcher?
* What approach does the author have? eg behaviourist humanist, cognitivist, functionalist conflict etc
* How do these findings relate to the section of course you are studying?
* Identify and note descriptive information about the study eg validity and reliability of the study, sample characteristics, size, participants etc.
* Does the study or piece of research make sense? Does the study have limitations?
* Can it be criticised? If so on what grounds?

1. Application (You need to demonstrate you can analyse both stimulus materials)

* You could use a table to identify differences and similarities in your preparation
* For each main point give an example from your stimulus material and link it to some psychological theory
* Draw some comparisons
* Look for similarities and differences
* Identify different theoretical approaches
* Make a comment about the usefulness of the study and how well it does / or doesn’t apply

1. Refine your note taking : highlight some important quotes
2. Make sure you know how to reference in-text
3. Formulate an area of research and make up your own heading
4. Do the in-class
5. Do some of your own research on the topics making your own notes

**Sample In-Class Task:**

**Psychology Unit 1: Individual Differences**

**In-Class Assessment Task - TERTIARY**

**Term 1**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Marks: \_\_\_\_\_\_\_/ 100**

**VALUE:** 30% semester / 50% term

**DATE:** **Double lesson week 7-8 (TBC)**

**TOPIC:**  Developmental Psychology

**LENGTH**: 800 – 1000 words

**TIME:** 2 hours for planning and writing

**MATERIALS:**

* Two pages (single A4) of handwritten dot point notes
* Chromebook – to be open on full screen or test will be forfeit

**TASK:** Write a well-constructed essay on human development from one of the choices below

1. Questions will be given on the day of your assessment
2. Questions will be given on the day of your assessment
3. Questions will be given on the day of your assessment
4. Questions will be given on the day of your assessment
5. Questions will be given on the day of your assessment

**Remember:**

* This is an analytical exercise so you need evidence to support your argument – you are to include evidence and examples from class, site documentaries viewed in class, articles covered and any other learning throughout the term
* The film *Boyhood* (Linklater, 2014)can be used as a case study to provide evidence for your argument, but should not be the only support for your essay
* You must also include development theory to underpin and support your ideas and findings

This assessment is a test of your reasoning and thinking, and your ability to explain and justify your views. You should write clearly and legibly so as to communicate your understanding as best as you can. This task aims to test your ability to produce, explain and justify ideas.

**Criteria for Assessment:**

* Ability to demonstrate a depth of understanding of the concepts and theories related to the study of Developmental psychology.
* Ability to justify your argument.
* Ability to apply, analyse and synthesize information related to the study of Developmental psychology.
* Quality of written expression.
* Ability to allocate time efficiently and effectively.

**Unit Goals Being Addressed in this Assessment:**

* understand psychological models, theories and concepts
* analyse observations and ideas related to human thoughts, emotions and behaviour
* **Write in essay form.**  This means an introduction**,** paragraphs that develop your points and a conclusion.
* **Plan before you write**. Proof read and edit before submitting your essay.
* **Include evidence** to support your claims with references to the case study and material studied in class.
* **Do not use “I”.** We are not looking for your opinion, we want an academic argument, written in the third person
* **Use** **formal language** – avoid using vocabulary you would use in conversation, apply psychological terminology where applicable.
* **Use sophisticated language** – remember who the audience is that you are writing to.

**RUBRIC**

The rubric for an assessment task shows how the task will be marked.

* Read the rubric in advance.
* Think about how your focus question and response will address all the criteria on the rubric.

Year 11 Psychology (T) – In Class Essay Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **Response shows breadth and depth of knowledge that is skilfully synthesised** | **Response shows breadth and depth of knowledge** | **Response focusses on either breadth or depth of knowledge** | **Response is lacking in breadth or depth of knowledge** | **Response is limited in display of knowledge** |
| **Knowledge and Understanding** | /20  /25  /15 | * Consistently provides examples of theories and concepts with real world application * Draws insightful conclusions from critical analysis * Critically analyses different theories to predict human behaviour and cognition. | * Consistently provides examples of theories and concepts with real world application in the everyday * Draws logical conclusions from critical analysis * Analyses different theories to predict human behaviour and cognition. | * Provides examples of theories and concepts with real world application * Draws satisfactory conclusions from analysis * Explains different theories to predict human behaviour and cognition. | * Attempts to link theory to with real world application * Draws satisfactory conclusions that are unsupported * Describes different theories to predict human behaviour and cognition. | * Theories and concepts are introduced * Conclusions reached are unsupported * Focus is on one theoretical approach |
| **Skills** | /5  /10  /15  /10 | * Consistently and accurately makes reference to theories and concepts * Communicates knowledge fluently with psychological terminology * Uses a sophisticated essay format introduction, topic sentences and logical progression of ideas * Answers the question with critical insights that are relevant | * Consistently makes reference to theories and concepts * Communicates knowledge clearly with psychological terminology * Uses logical essay format that includes a plausible progression of ideas in answer to the question * Answers the question with some insight | * Makes reference to theories and concepts but with some inconsistencies * Communicates knowledge clearly with some psychological terminology * Uses basic essay format (introduction, body paragraphs, conclusion) that relates to the question * Answers the question | * Makes minimal reference to theories and concepts * Communicates knowledge simply with few applications of psychological terminology * Uses some elements of essay structure * Attempts to answer the question | * Theories and concepts included but not made reference to * Communication of knowledge can be unclear in meaning at times * Does not follow essay structure * Writes on the topic of the question |

Comments:

**RESEARCH ESSAY**

UNDERSTANDING THE QUESTION

* Underline the key words in the question. Relate these key words to information you have covered in your course. This key information will also be mentioned on your ***unit outline***.
* Psychology essays expect students to ***prove*** they can:

1. Research widely
2. Select relevant and recent information from the research that applies to the topic
3. Understand and organise this research into sections. ( See the topic below on sections and paragraphs in the essay )
4. Identify and explain important psychological research done in the past. This is important as you can show you understand different approaches to the question.
5. Locate relevant psychological studies that have been done that explain and support your viewpoint

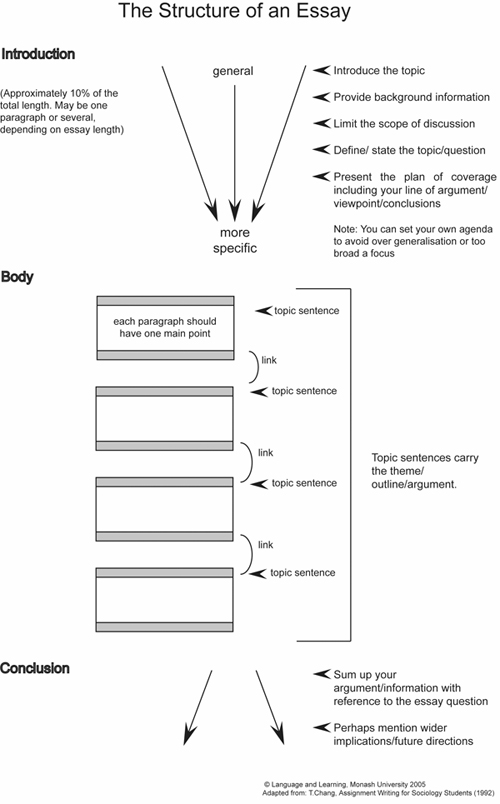
* In your essay you will be required to prove you have researched, Think about the relationships between the individual pieces of information and ideas
* Try to organise the information/ideas into some groupings according to their relationships and give each group an abstract heading
* Try to establish some overall picture of how these groups relate to each other, and of how they contribute to making a whole picture
* Be prepared to change the picture as you do your reading

RESEARCH AND NOTE-TAKING

1. Do some background research
2. Keep a list of sources as you go. Use one of the automatic bibliography sites and add as you go.
3. Select a question to answer.
4. Read widely and get a feel for your point of view on the question
5. Take notes on stick it pads of the major points
6. Group these main points under different headings
7. Select case studies or examples to support your major points

PLANNING YOUR ESSAY

1. Arrange your stick it notes into a logical order
2. Follow the guide below and write a draft



OTHER TIPS

Make sure you use Behavioural Sciences language.

Define all relevant terms.

Refer to particular psychological or sociological approaches. For sociology this will be functionalism, conflict theory, or interactionist theory. For psychology this will be biological, behaviourist, cognitivist, psychoanalytic, humanist, or bio psychosocial approaches. Even if you are not specifically asked to this is a marking criteria and will be on the rubric.

Make sure you use supporting examples or case studies to back up the main points of each paragraph.

Use Signposting language. Give cues to the reader on your meaning

* Advance labelling

Example: First it is important to... before... in the next section

* Recapitulation

Example: We have already seen how...

* Purpose statements

Example: Before I describe and discuss the family rating scales, it is important to give a brief account of the theoretical basis from which they were derived

* Indications of author's position

Example: With a view to this I have become aware of several areas which are open to question, and I will discuss some of these below.

* Signalling importance

Example: The value of this research lies in its demonstration of the immense difficulties facing...

## Be consistent on your use of tense in essays.

The [present tense](http://www.monash.edu.au/lls/llonline/grammar/tense/1.xml) is used for:

* a generalisation
  + in overviews, statements of main points etc.
* a generally accepted scientific fact
  + eg: "This thesis investigates the second approach."
* a statement made by you as a writer
  + eg: "Non-standard applications are now emerging."
* a statement reporting the position of a writer and your support or lack of support for this position
  + eg: "He begins by offering a definition..."

The [past tense](http://www.monash.edu.au/lls/llonline/grammar/tense/3.xml) is used to:

* report/describe the contents, findings or conclusions of past research. It emphasises the specific nature of the study.
  + eg: "Kendell (3) located the origins of this dispute in the Platonic philosophy of reality residing in universal ideas ..."

The [present perfect tense](http://www.monash.edu.au/lls/llonline/grammar/tense/2.xml) is used to:

* indicate that research in the area is still continuing
  + eg: "Since the 17th century, the dominant tradition in medicine has been the approach introduced by ..."
* generalise about past literature
  + eg: "Families have been studied by means of group interview"
* present a view using an information prominent citation
  + eg: "Studies which have explored Freud's ambivalent attitude towards his Jewishness include ..."

##### EDITING YOUR DRAFT.

##### Structural aspects

* Introduction (clearly states the topic and how it will be dealt with)
* Links between paragraphs / sections (implicit / explicit connectors)
* Conclusion (refers to topic, based on evidence provided)

##### Coverage of your topic

* Have you answered the question?
* Have you covered the topic in sufficient depth?

##### Analysis and Argument

* Have you provided adequate analysis?
* Do you demonstrate an independent, original approach?
* Is your argument thorough, with evidence and supporting information

##### Coherence

* Are thought relationships clear?
* Are headings clear and concise?

##### Citations, quotations, paraphrasing

* Are there too many / too few?
* Are they all reliable, representative sources?
* Are the paraphrases really in your own words?

BIBLIOGRAPHY AND IN-TEXT REFERENCING

A bibliography is an essential part of your essay. A large percentage of your marks come from your research. A bibliography is where you document your research. It should be written in Harvard Style. See your library for details.

TIPS

* Use a mixture of recent relevant texts
* In Behavioural Science use references you have consulted from recent and relevant sources
* Some texts are appropriate. Text books have been written by experts in the field and are reliable sources.
* Internet Sources from appropriate behavioural science sources; some references to sites which are semi-professional are OK, however journal articles are preferred
* Journal articles can be accessed through the National Library, EBSCO, or google scholar.
* Please DO NOT use general internet sites such as Wikipedia

**RUBRIC**

The rubric for an assessment task shows how the task will be marked.

* Read the rubric in advance.
* Think about how your focus question and response will address all the criteria on the rubric.

Year 12 Psychology (T) – Research essay Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge and Understanding** | **/20**  **/15**  **/20**  **/10**  **/5** | **Response shows breadth and depth of knowledge that is skilfully synthesised** | **Response shows breadth and depth of knowledge** | **Response focusses on either breadth or depth of knowledge** | **Response is lacking in breadth or depth of knowledge** | **Response is limited in display of knowledge** |
| * Consistently provides examples of theories and concepts with real world application * Draws insightful conclusions from critical analysis * Synthesises and critically analyses theories to predict human cognition and behaviour * Synthesises and critically evaluates and analyses a range of reliable sources including some academic sources * Synthesises and critically analyses research methodologies which produce theories | * Consistently provides examples of theories and concepts with real world application in the everyday * Draws logical conclusions from critical analysis * Compares and analyses theory / theories to predict human behaviour and cognition * Compares and analyses a range of reliable sources including some academic sources * Compares and analyses research methodologies which produce theories | * Provides examples of theories and concepts with real world application * Draws satisfactory conclusions from analysis * Compares and explains theory / theories to predict human behaviour and cognition * Compares research from a range of reliable and relevant sources * Compares and explains research methodologies which produce theories | * Attempts to link theory to with real world application * Draws satisfactory conclusions that are unsupported * Describes theory / theories to predict human behaviour and cognition * Research is from limited sources including some that may not be relevant * Describes research methodologies which produce theories | * Theories and concepts are introduced * Conclusions reached are unsupported * Focus is on one theoretical approach * Research is minimal and / or irrelevant * Identifies research methodologies which produce theories |
| **Skills** | **/5**  **/5**  **/10**  **/5**  **/5** | * Includes more than six sources of academic quality that are chosen with discernment * Sources are referenced consistently and accurately in text and in reference list (Harvard Style Referencing) * Communicates knowledge fluently with psychological terminology * Uses a sophisticated essay format introduction, topic sentences and logical progression of ideas * Plans and undertakes thorough independent enquiry and research to support ideas | * Includes more than five sources of academic quality * Sources are referenced consistently in text and reference list (Harvard Style Referencing) but with some inaccuracies * Communicates knowledge clearly with psychological terminology * Uses logical essay format that includes a plausible progression of ideas in answer to the question * Plans and undertakes independent enquiry and research to support ideas | * Includes five sources of academic quality * Sources are referenced (Harvard Style) but with some inconsistencies in text and reference list * Communicates knowledge clearly with some psychological terminology * Uses basic essay format (introduction, body paragraphs, conclusion) that relates to the question * Some evidence of planning, enquiry and research to support ideas | * Includes fewer than five sources of academic quality * Sources are referenced (Harvard Style) in text only or only in reference list * Communicates knowledge simply with few applications of psychological terminology * Uses some elements of essay structure * Minimal evidence of planning, enquiry and research to support ideas | * Sources are not of academic quality * Incomplete and incoherent referencing applied * Communication of knowledge can be unclear in meaning at times * Does not follow essay structure * No evidence of planning, enquiry or research to support ideas |

**Sample Sociology Research Report:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | **Sociology**  **Unit 2: Sociology of Social Justice**  **(Global Development)**  **Assessment Two: Research Report**  **CLASS FACULTY** | |
| **Item** | **Code** | **Title** | |
| Course | 4484 | SOCIOLOGY (T) (Year 11/12) | |
| Unit | 45314 | Unit 2: Sociology of Social Justice (1.0) | |
| Half Unit A | 45312 | Unit 2a: Environment (0.5) | |
| Half Unit B | 45313 | Unit 2b: Global Development (0.5) | |

|  |  |  |
| --- | --- | --- |
| **Item** | **Code** | **Title** |
| Course | 4485 | SOCIOLOGY (A) (Year 11/12) |
| Unit | 45296 | Unit 2: Sociology of Social Justice (1.0) |
| Half Unit A | 45297 | Unit 2a: Environment (0.5) |
| Half Unit B | 45298 | Unit 2b: Global Development (0.5) |

**VALUE:** 40% (Semester Unit) / 50% (Term Unit)

**DUE DATE:** Week 14

**TOPIC:** Global Development

**TASK:** Research Report

**LENGTH:**  500 – 800 words (A) 800 – 1000 (T)

**TASK:** Investigate ONE of the questions below from a sociological perspective. This may include but is not limited to advantages and disadvantages of theory and the factors contributing to issues surrounding your chosen question.  
 1. Has the United Nations been effective in the reduction of global inequality?   
2. How does the issue of landmines impact individuals and their communities with reference to global equality and stratification?   
3. How successful has the United Nations been in achieving Millennium Development Goal 2, Enrolment in Primary Education in Developing Regions?   
4. What is the impact of conflict on Global Equality?

1. Go to the library and research Global Development (see list of possible topics below).
2. Select one of the hypotheses below to address your question or negotiate an alternative hypothesis with your teacher.

* Foreign Aid gives power to the powerless.
* Globalisation has changed values and beliefs in the real world.
* Materialism has changed how we interact with each other.
* International Development has changed our lives for the better.
* Global Culture shapes the Canberra College Community.
* Consumerism is a distraction to keep the working classes complacent about the inequities of their society.

Other topics you may like to consider to form the basis of your hypothesis are;

|  |  |
| --- | --- |
| o International Relations  o Development of Nations  o Global Inequality  o International Development  o Globalisation | o Global Citizenship  o Poverty  o Resource Management  o Foreign Aid  o Consumerism |

**RESEARCH REPORT** (must be completed on your own)

1. This **must** be your own work. When writing your report, you need to follow the research report guidelines and template (Given out in class).

2. The report will contain the following sections/headings;

- Cover sheet with Title of report

- Abstract

- Introduction

- Aim and Hypothesis

- Method

- Results

- Discussion

- Conclusion

- Reference list (Harvard style)

- Appendices

3. You are required to include Harvard style in-text citation in the introduction of your research report and, if needed, again in your discussion. Your references should be from reputable sources.

4. Your discussion should be argumentative. This means that you will develop a stance supported by evidence based on the results of your research.

5. Your report should be a total of 500-800 (A) or 800 – 1000 (T) words in length.

6. Remember to number your pages and to sign and submit the declaration on plagiarism.

7. **You** **may submit at least one draft of your work one week prior to submission**.

**Unit Goals Addressed in this Assessment:**

**· Understand sociological knowledge and skills to develop insights on individuals and groups**

**· Apply sociological knowledge and skills in a range of contexts**

**Assessment Criteria for Assessment and Reporting of Student Achievement**

The following assessment criteria as outlined in the relevant Course Framework are the focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student’s performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

1. **Knowledge and Understanding**

2. **Skills**

**SUBMISSION OF LATE WORK**

A late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. You risk having a non-submission for an assessment item if you submit it after 7 days.

## IMPORTANT ASSESSMENT INFORMATION

The following are important factors common to all units of study at the Canberra College.

See [**BSSS Policy and Procedures Manual**](http://www.bsss.act.edu.au/The_Board/policy_and_procedures_manual) on the ACT Board of Senior Secondary Studies [website](http://www.bsss.act.edu.au/home) for policy regarding:

|  |  |
| --- | --- |
| · Attendance and Participation  · Late Submission of Work  · Notional Zeros  · Compensation  · Cheating and Dishonest Practice | · Plagiarism/Electronic Submission of Assignments  · Moderation Procedures  · Non-Serious Attempt  · Unit Score Calculation (Where Applicable)  · Right to Appeal |

## EXTENSIONS

Students requiring an extension for this task must see **their teacher**, at **least two days before the due date**. If you are absent without notice, it will be treated as a late submission and your mark will be penalised unless you have a medical certificate. If you know in advance that you will be absent you are responsible for arranging an alternative time to sit the test.

 **Sociology (Year 11/12 )** – Research Report Structure

|  |  |  |
| --- | --- | --- |
| **FORMAT** | | **BREAKDOWN OF ASSESSMENT CRITERIA** |
| **TITLE** | * Give a clear indication of the contents of the report | * Attract the attention of the reader * Appropriate * Fluent, clear and concise |
| **ABSTRACT** | * Summary of your aim, respondents, method, results, major problems and conclusion | * Synthesis of information * Clear concise expression |
| **INTRODUCTION** | * General statement of the problem to be addressed, progressing to the specific issues of the topic * Review of literature providing background information: theoretical – outline of theories linking to your own research. Empirical – other relevant research done on this issue, linking to this study | * Use a variety of sources * Acknowledge sources by citation * Have a breadth of knowledge * Select appropriate information * Synthesis of information * Logical organisation of information * Use of evidence * Hold the attention of the reader * Use appropriate terminology |
| **METHOD** | * Write in the past tense * Describe your participants (respondents, how many etc) and materials used * State your procedure in order that it can be replicated by another just by reading | * Knowledge and application of research methodology – accuracy, relevance, breadth, depth and appropriateness * Fluent, clear and concise expression * Use appropriate terminology and structure |
| **FORMAT** | | **BREAKDOWN OF ASSESSMENT CRITERIA** |
| **RESULTS** | * Indicate how results were calculated and the statistical techniques used to analyse data * Direct reader to graphs * Present results in appropriate tables and/or graphs * Summarise, in verbal statements, the relevant data and what it says | * Accuracy * Appropriateness of data, and methodology (statistical techniques, tables and graphs) * Coherence * Synthesis * analysis |
| **DISCUSSION AND CONCLUSION** | * Write a statement supporting or rejecting your hypothesis * Refer to statistics from your results to support your statement * Discuss possible explanations and interpretations in the light of previous relevant research and theory (outlined in your introduction) * Pose a tentative conclusion based on the results * Critically evaluate the study-subjects, design and implementation – identifying confounding extraneous variables * Explain fully how the results may have been influenced by these variables and discuss any other difficulties you have in interpreting the results * Draw a final conclusion for this study * Briefly discuss the implications of your findings and possible directions for future research | * Select appropriate information * Acknowledge sources by citation * Develop and interpret information – analysis, critical evaluation, logical argument, creative thinking * Communicate with fluency, clarity and conciseness of expression * Use terminology appropriately |
| **REFERENCES** | * List all the items to which you have referred (cited) in your report * Present in alphabetical order and in our college approved format (Harvard) | * Use a variety of sources * The sources should be reliable * Use appropriate structure (format) * Include all acknowledged (cited) references |
| **APPENDICES** | * Raw data (lists on which you record your information) * A copy of your survey | * The breadth of knowledge and application of research methodology * The depth of knowledge and application of research methodology |

**ORAL PRESENTATION**

**WHAT IS AN ORAL PRESENTATION?**

An oral presentation is usually a 10 minute talk to the class on a specific topic related directly to the content of the course. The content you present and your information will add to the course content covered in class. It should be new material but incorporate existing knowledge .This means you are actually informing the class and providing relevant examples and case studies of new material related to the course. This material may be drawn upon in your final assessment. Popular styles of presentation include a PowerPoint, podcast or speech. The format is usually specified by your teacher. The presentation should:

* be related to the content
* be the specified length
* be clear and well presented
* include a range of stimulus materials relevant to the topic. Examples could include a ‘you tube’ clip, segment of a documentary or TV show, case studies or newspaper articles.
* Include a separate one page summary of your talk.

**SELECT A TOPIC**

* Read the list of topics and see if anything particularly appeals to you.
* Read your unit outline and find out exactly what the broader goals of the course are. For example to understand a range of psychological or sociological perspectives.
* Ask yourself

1. If I choose this topic can I relate it to specific theories covered in the course?
2. Is the topic too broad? Is there a more specific topic in the same area that is relevant?
3. Can I think of interesting stimulus materials or cases that could go with this topic?
4. Is my choice of interest to my group?
5. If my choice is ‘socially sensitive’ can I present it in an unbiased and informative manner?

**DO THE RESEARCH**

* Aim for a mix of text books, internet articles, journal and peer reviewed articles ( A full page of references is acceptable ).
* A text book will have relevant information written by an expert; it may not have the necessary depth for a particular case study, but it should have references to established research and major theorists in either psychology or sociology.
* Internet articles should be from a reputable source. Check the site’s validity and qualifications of the author. Articles from universities and academics should be reliable; however they may have different viewpoints of particular topics. This is valuable information because if you compare two approaches to a topic you are proving you are able to ‘critically *analyse’, ‘evaluate ‘and ‘compare and contrast theories’.* These criteria are all mentioned in your rubric. See under ‘RUBRIC’ mentioned later in this booklet.
* Search terms should include the main topic, your discipline and any deeper search terms. For example ‘development’ ‘adolescence’ ‘psychology’ ‘identity’ ‘formation’ and ‘females’, as search terms should bring up academic articles or journal articles on the psychology of identity formation for adolescent females. Adding another search term such as ‘media’ would give more articles related to the effect of media on adolescence.
* Keep a track of each article and paste all url into a word document as you go, so you can easily access an Auto cite Bibliography tool. This will prevent you redoing your bibliography from scratch later.
* Make a brief summary of the main topic of each article and a few dot points about the content. Another handy tip is to write a reminder to yourself about how useful the article was. Sticky pad notes are useful for this. For example: Great article on deviance, talks about labelling, stigma, and Goffman.

**PREPARING YOUR PRESENTATION**

* Write a question. Having a clear focus of your topic is super important. For example; “How do the media impact on female adolescent identity? Discuss with reference psychological approaches and theories
* Put your information into a sequence. If you are using PowerPoint list a heading per page. A typical model would be:

1. The specific question
2. An outline of what you are going to talk about in the presentation
3. Background and context of the current research
4. Approaches to the research eg. Humanist, cognitive, psychoanalytical, bio psychosocial as in psychology, OR, functionalist, conflict, structural functionalist, interactionist as in sociology.
5. Specific information – analysis
6. Stimulus material
7. Case Studies
8. Explain of main theories you think apply to your question (Talk to your teacher if you are unsure which theories might fit best.
9. Critical analysis. This would involve a brief discussion of the strengths and limitations of current research.
10. Future research directions
11. Summary

* Write a full draft of your research
* Look for interesting stimulus material
* Do the PowerPoint. Hints,

1. Keep the same style and make sure it’s easy to read the writing
2. Font size should be big enough to read easily with the projector
3. Avoid confusing and busy presentations as they detract from your message
4. Include relevant visuals
5. Mix up visuals and text

* Edit and check both your written speech and your PowerPoint
* Do the summary
* Print your resources and check your USB and set up before your talk

**INCLUDE SOMETHING INTERACTIVE**

* Case studies; present a case study and ask the audience to apply relevant theory
* If you feel brave, try a role-play
* If you feel conservative select a very appropriate You tube clip
* Have pre-prepared questions. Give these out before your talk and ask members of the class to read the questions out. Of course you’ll know the answer and impress everyone with your in-depth and insightful answer
* It needs to be factual – fiction is not appropriate for behavioural science
* Give a quiz (Make sure most of the questions are relevant and easy to answer). Have one harder one.

**THE PRESENTATION ON THE DAY**

* Be prepared. Check all the technology works and you have printed your handout.
* If you are not ready, advise your teacher before the due date and make another arrangement.
* Get your thinking positive. These mantras might help. “It is good to do well”. “I am organised”. “Everyone does this, I can do it too”. “It is important to get on top of this skill”. It is not good to look unprepared and disorganised. Your peers will not think less of you if you ace the talk. In fact they will be impressed and wish it was them. You are not showing off.
* If you are exceptionally nervous read some of your material SLOWLY, and look up when you can. Count three at a full stop and one, at a comma. Make a mark on your paper after each paragraph telling you to slow down and speak clearly.
* Look slightly above your audience if you are too nervous to speak directly to people.
* Look at a friend for support or your teacher. Both will be listening and wanting you to do well.
* Allow enough time to involve the audience. This is an important part of the presentation.

**Sample Oral Presentation Task:**

**Psychology Unit – Personality (T/A)**

**Research Oral Presentation**

**Term 2**

**VALUE:** 40% semester

**DUE DATE:** Last lesson in Week 14

**PRESENTATIONS**: Weeks 14 – 17 (TBA)

**TOPIC:**  Personality Disorders / Personality Assessment tools

**LENGTH:** **Tertiary students**: 12-15 mins solo, 20-25 mins pairs.

**Accredited students**: 8-10 mins solo, 12 – 15 mins pairs.

**RESEARCH:** A minimum of 5 sources of academic quality (T)

A minimum of 3 sources of academic quality (A)

**The purpose of this assessment item is to:**

1. Explore the *causes*, *symptoms / traits*, *diagnosis*, *treatments and prognosis,* relating to one personality disorder.

**and/or**

1. Critically examine the *utility*, *reliability* and *validity* of personality assessment and / or the assessment of other cognitive styles in (mentally) healthy individuals by focusing on one specific instrument.

**Assessment Details:**

* Deliver a mini-lesson on your topic.
* Your lesson must include a learning activity for the class with stimulus material (visual aids e.g. PowerPoint, Prezi, writing on the board).
* If you are choosing Kahoot for your class learning activity, lower marks will be awarded – try to be creative with your activity
* A handout summary of your presentation is to be given to every student (A4 single sided). Your Harvard Style bibliography is to be on the back
* Not adhering to the time limit (over or under) will be penalised.
* Use academic sources (journal articles, text books) where an author is acknowledged. If an Internet site is used, the date it is accessed must be indicated.
* Your submission needs to include:
  + A cover sheet as a title page which indicates the specific topic or disorder that you have selected, and your name/s, student ID
  + A copy of your PowerPoint/Prezi, with your Harvard bibliography on the last slide
  + A copy of the class handout summary and bibliography
  + Presentation notes (these are the notes that you will read from if needed – may use palm cards).
  + Any materials used in the class learning activity

**Note:**

* If presenting in pairs, you will need to choose one personality disorder **AND** one personality testing tool. You will need to deliver a single coherent presentation by making theoretical and / or practical connections between the **two** topics you have chosen using logical, creative and lateral thinking. It is also expected that an equal share of the workload is completed by both students. Choose a partner that is reliable, as **you will be receiving the same mark**.
* If you are presenting solo, you choose **ONE** personality disorder

**Presentations:**

Presentations will be conducted throughout **Weeks 15 – 17.** All students must be ready to present during the lesson on their scheduled day, as per class arrangement. If you are absent on your scheduled day you will be required to present a doctor’s certificate for your absence or penalties will apply.

**Topics:**

Topics will be selected in class during Week 11 of Term 2. It is expected that you have several choices that interest you, as there will be no ‘double ups’ on topics. E.g. only one person/couple can do Borderline Personality Disorder.

**Tip:**

Refer to the attached rubrics prior to and during the preparation of your oral presentation. Systematically working toward the achievement of these overall standards of quality in this piece of work will improve your final product.

**Some suggested learning Activities for your class activity:**

* Brainstorming session in pairs/groups
* Lead a whole class discussion
* Lead a whole class debate
* Conduct a question and answer session
* Lead a discussion analysing (a) relevant video clip(s) (e.g. of a movie, Youtube clip, television program or documentary)
* Paired or small group problem solving activity or role play
* Mini board games
* Kahoot Quiz (this will attract a lower mark for less creativity)

**Oral Presentation Topics:**

1. If presenting individually, choose **ONE** topic from the table that is directly related to Personality disorders.

1. If presenting in pairs, choose two topics from the table that you think you can connect in some way. One topic must be a personality disorder, the other a personality testing tool (see the bottom row in the table below). You will need to include examining the *utility*, *reliability* and *validity* of your chosen personality assessment tool

|  |  |  |  |
| --- | --- | --- | --- |
| **Dissociative Identity Disorder**  **(multiple personality disorder)** | **Borderline Personality Disorder** | **Narcissistic Personality Disorder** | **Obsessive-Compulsive Personality Disorder** |
| **Paranoid Personality Disorder** | **Schizoid Personality Disorder** | **Schizotypal Personality Disorder** | **Antisocial Personality Disorder** |
| **Histrionic Personality Disorder** | **Avoidant Personality Disorder** | **Dependent Personality Disorder** | **Depersonalisation Disorder** |
| **Oppositional Defiant Disorder (ASPD)** | **Substance Abuse Disorder (Addiction)** | **Depressive Personality Disorder** | **Factitious Disorder**  **(Hypochondriasis)** |
| **Conduct Disorder** | **Eating Disorders** | **Sexual Disorders** |  |
| ***Keirsey’s extension of the Myers-Briggs Personality Test.*** | ***Personality Test based on the MMPI - the Minnesota Multiphasic Personality Inventory*** | ***Type A, B & C Personality Tests (e.g. based on Jenkins Activity Survey)*** | ***Neo-Five Factor Model (FFM) Personality Inventory*** |

**Please Note:** There may be serious psychometriclimitations with on-line personality tests and other tests found on the Internet that measure cognitive functioning. Ensure your choice of instrument is firmly based on a reputable psychological theory/theorist as shown above.

**Criteria for Assessment:**

* Ability to demonstrate a depth of understanding of the concepts and theories related to the study of Personality.
* Ability to justify your argument.
* Ability to apply, analyse and synthesize information related to the study of Personality.
* Ability to allocate time efficiently and effectively.

**Unit Goals Addressed in this Assessment:**

* understand key psychological concepts theories, principles, methodologies, assumptions, perspectives and ideas
* analyse the nature of human behaviour and the impact of factors that influence how humans feel, think and act at an individual, group and societal level
* understand the influence of historical, political, technological and cultural contexts on behaviour

**Explicit Quality (Marking) Criteria:**

You will be marked to the degree you demonstrate the following skills (see attached marking rubrics):

* ***Acquisition and investigation of knowledge***. Acquisition includes explicitly demonstrating an understanding of the selected topic and the key issues and the research processes undertaken. Investigation includes using a variety of sources to assess the accuracy of information and ideas presented.
* ***Application and analysis***. Application includes the use of information in new and practical situations to form an argument, or to solve relevant problems relating to the identified key issues, or to find and add value to our existing knowledge of key issues. Analysis includes supporting an argument by recognising and explaining underlying patterns and meanings in key issues, highlighting the context and holistic nature of key issues, identifying the inter-relationship between key issues, and breaking key issues down into component parts.
* ***Synthesis and evaluation*.** Synthesis includes discussing "what if" scenarios relating to the selected topic and by creating new ideas by predicting and drawing conclusions relating to theories, models and concepts / constructs as they apply to the topic and demonstrated example(s). Evaluation includes making recommendations, assessing value, making choices and judgements, and critiquing ideas by comparing and contrasting theories, models, concepts / constructs relating to the topic, key issues and demonstrated example(s).
* ***Communication and presentation skills*.** Communication includes the process of delivering the content using verbal and non-verbal skills and by talking to, engaging, and interacting with, the audience using relevant terminology rather than reading support / stimulus material. Presentation includes the appropriateness and effectiveness of the structure and length of the content in the supporting / stimulus material.

**RUBRIC**

* Read the rubric in advance
* Double check you have addressed all the criteria on the rubric
* Make especially sure you have a good bibliography in Harvard style
* Make sure your graphs and diagrams and media material is referenced properly in your PowerPoint and bibliography. Research and referencing makes up a significant part of your mark.

Year 11 (T) – Oral Presentation Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **Response shows breadth and depth of knowledge that is skilfully synthesised** | **Response shows breadth and depth of knowledge** | **Response focusses on either breadth or depth of knowledge** | **Response is lacking in breadth or depth of knowledge** | **Response is limited in display of knowledge** |
| **Knowledge and Understanding** | **/10**  **/10**  **/10**  **/5** | * Consistently provides examples of theories and concepts in the everyday world that are insightful * Critically analyses theory to predict human behaviour and cognition * Critically analyses the types of behaviour demonstrated by individuals. * Critically evaluates and analyses a range of reliable sources including some academic sources | * Consistently provides examples of theories and concepts in the everyday world * Analyses theory to predict human behaviour and cognition * Analyses the types of behaviour demonstrated by individuals. * Analyses a range of reliable sources including some academic sources | * Provides examples of theories and concepts in the everyday world * Explains theory to predict human behaviour and cognition * Explains some of the various types of behaviour demonstrated by individuals. * Research is from a range of reliable and relevant sources | * Attempts to link theory to everyday application * Describes theory to predict human behaviour and cognition * Refers to some types of behaviour demonstrated by individuals. * Research is from limited sources including some that may not be relevant | * No real life application applied to theory * Does not refer to theory or make predictions on human behaviour and cognition * Does not refer to any behaviour demonstrated by individuals, groups and societies * Research is minimal and/or irrelevant |
| **Skills** | **/10**  **/5**  **/10**  **/10**  **/10** | * Includes independent research from multiple academic sources * Sources are referenced consistently and accurately in text and in reference list * Presents a logical, thoughtful, sequentially organised presentation * Presentation of a complete argument within the prescribed length * Communicates knowledge fluently, confidently and in own words with psychological terminology | * Includes independent research * Sources are referenced consistently in text and reference list but with some inaccuracies * Presents a logical and sequentially organised presentation * Presentation of a complete argument close to the prescribed length * Communicates knowledge clearly, with some confidence and in own words with psychological terminology | * Includes some references to class material * Sources are referenced but with some inconsistencies in text and in the reference list * Presentation contains some logic and some sequential organisation      * Presentation is organised around an argument, but is not sustained for the prescribed length * Communicates knowledge clearly with some psychological terminology. | * Includes few references to class material * Sources are referenced in text only; or, only in a reference list * Minimal logic to organisation of presentation * Presentation is either too short or too long and may include irrelevant material * Communicates knowledge simply with few applications of psychological terminology | * Include minimal references to class material * Incomplete and/or incoherent referencing applied * Disorganised presentation * Presentation is either far too long or too short * Minimal class activities are included |
| **Presentation Skills** | **/10**  **/10** | * Includes engaging support material and class interactions that greatly enhance the presentation eg. power point * Engaging eye contact, minimal reliance notes, a clear voice, appropriate tone and positive body language | * Includes support material and class interactions that enhance the presentation * Eye contact, minimal reliance notes, a clear voice, appropriate tone and positive body language | * Includes support material and class interactions * Some eye contact; voice may not have consistent appropriate tone, relies on notes, some positive body language. | * Minimal support material and class interaction * Minimal eye contact, heavily relies on notes | * Minimal support material; or, class interaction * Reads from notes |

**Comments:**

**FINAL EXAM**

**WHAT IS A FINAL EXAM?**

The final exam is usually a formal examination which is sat in the Gym. It requires you to complete a range of questions which involve remembering, applying, analysing, and critically evaluating content/ideas from class.

The exam is a test of your reasoning and thinking, and your ability to explain and justify your views. You should write clearly and legibly so as to communicate your understanding as best as you can. This task aims to test your ability to produce, explain and justify ideas.

**CRITERIA FOR FINAL EXAMS:**

* Evidence of specific psychological knowledge.
* Accuracy and relevance of information.
* Ability to focus on issues raised by the question.
* Analysis and Synthesis of information.
* Use of evidence and examples.
* Depth of application.
* Presentation of a logical and coherent discussion.
* Clear fluent expression.

**CONTEXT**

The final exam takes place at the end of the semester and is sat in the Gym. It assesses your understanding and application of concepts covered over the course of the semester.

**TYPICAL INSTRUCTIONS:**

Final exams are typically 1 and a half or 2 hours long. They involve a range of questions styles including multiple choice, short answer questions, matching activities and extended responses. The short response questions include both knowledge based questions and application based questions. The longer questions require you to apply, analyse and critically evaluate content and concepts covered in the unit. Often, at least one of the extended responses will be based on a documentary or film viewed in class. This video stimulus material then serves as a case study that you will use as evidence in answering your question.