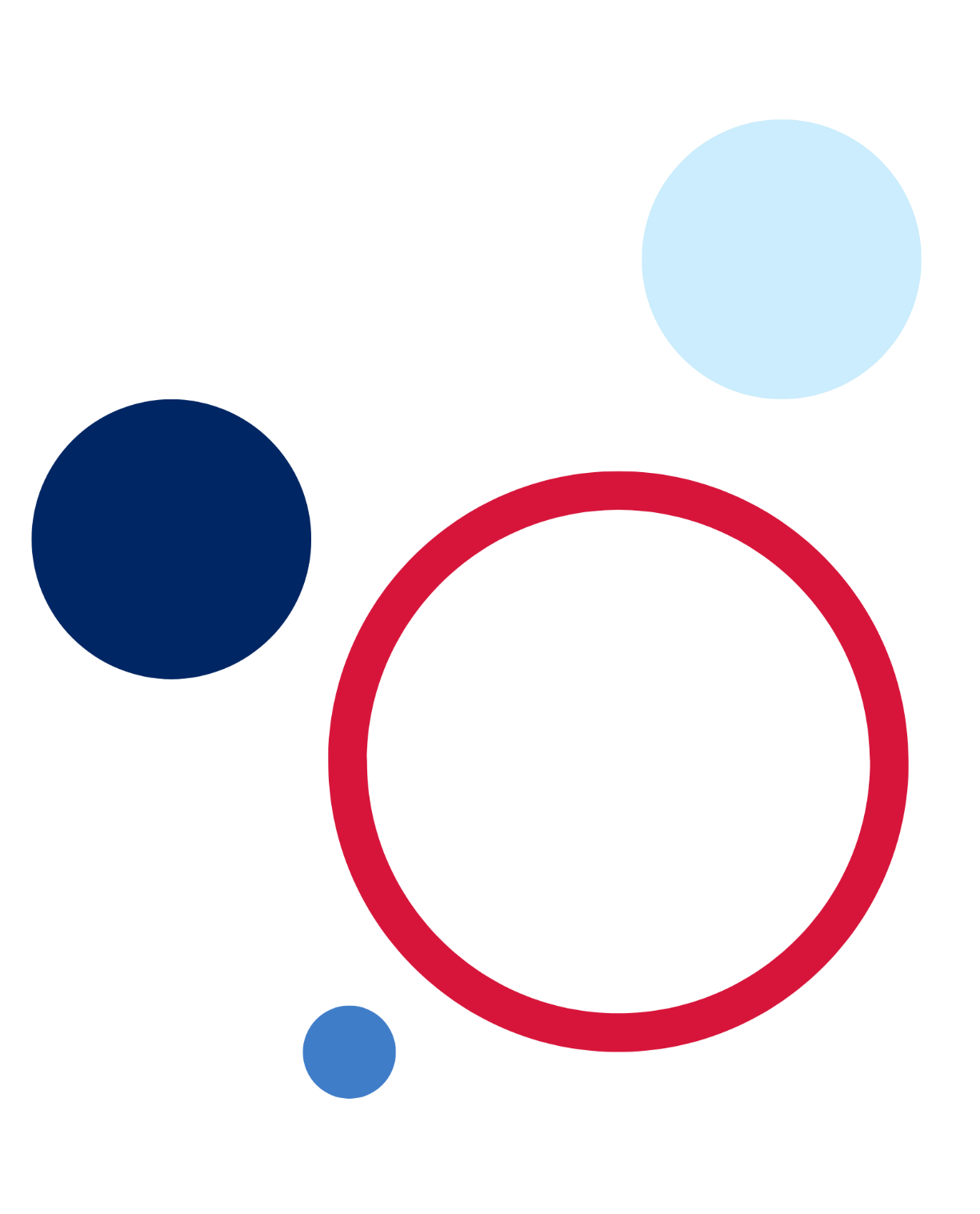
# Psychology – Option 8: The psychology of success sample assessment package



This resource is intended as a general guide and should be adjusted to suit the needs, readiness, and interests of the students it will be used with.

## Overview for teachers

* The [task instructions](#_Task_instructions_1) are designed to be used in conjunction with the [steps to success](#_Planning_structure) and [planning structure](#_Planning_structure_1).
* The [Team context](#_Team_context), [Needs analysis scaffold](#_Needs_analysis_scaffold), and [Sample proposal](#_Sample_proposal) can be used as a reference point, within and outside of lessons, while students are planning and completing the task.
* The [word bank](#_Word_bank_1) provided is linked to language features referenced in the [marking guidelines](#_Marking_guidelines). The word bank could also be useful to explicitly teach causal phrases and connectives in the learning sequence. The sample proposal contains this language and could be deconstructed as a learning experience.

## Task

**Purpose:** To demonstrate your understanding of motivational psychology.

**Audience:** You are a motivational coach with a background in psychology creating a proposal to be read by the leader of a team that you select. This means that you will need to present a scientific proposal, which will include:

* appeals to logic and reason (logos)
* factual language including details of scientific theory
* methods for achieving the result
* causal phrases and connectives to show the link between actions and results.

**Outcomes**

* **PSY5-1** explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches.
* **PSY5-2** explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches.
* **PSY5-6** recognises the applications and influence of psychology in popular culture and its importance to social factors.
* **PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms.

[Psychology course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset2) © NSW Department of Education for and on behalf of the Crown in the State of New South Wales, 2021

### Task instructions

Create a proposal for how you can build motivation and success in a team as a professional motivational coach with a background in psychology. You are presenting your proposal to the leader of the team. The team can be of your own choosing, for example a sports team, a group of research scientists and so on.

**Your proposal can be in the format of:**

* a script for a presentation that will be delivered to the leader of the team
* another format in consultation and agreed by your teacher.

### Steps to success

1. Decide the format of your presentation.
2. Choose an option based on your own interest or use the example in the [team context](#_Team_context).
3. Identify needs of the team on your own copy of the ‘Needs analysis scaffold’.
4. Research some strategies others have used to motivate a similar type of team (some examples are in the planning structure).
5. Record the theories your strategies relate to on the ‘Needs analysis scaffold’.
6. Explain the impact your strategies will have on motivation in the team.
7. Draft the main points of the proposal using the planning structure and word bank.
8. Use the marking rubric to self-assess your work.
9. Edit your work prior to submitting.

### ****Planning structure****

**In your proposal, you should:**

* state the purpose of your proposal
* outline some important factors that motivate the type of team you have selected. This will depend on what type of team it is. For example, look at the difference in important factors between different types of teams in
* [9 Keys to Motivating Basketball Players](https://coachingtoolbox.net/blog/9-keys-to-motivating-basketball-players) (Stein 2013)
* [10 tips for motivating your research group](https://www.scientifica.uk.com/neurowire/lab-management-10-tips-for-motivating-your-research-group) (Scientifica 2023)

Linking the strategies in articles like this to the psychological theories you have learned about in your lessons would be useful.

**To structure each of your points:**

* indicate a strategy you will use
* explain the research behind your suggested strategies (what biological factors influence motivation, external stimulus)
* explain evidence from the team based on the team's context and traits that supports the proposed strategies and explain the impact this strategy will have on motivation.

**To close the proposal:**

* identify potential barriers to the team being motivated
* explain how these barriers can be overcome (for example, through social psychology strategies)
* summarise what you can do for the team as a motivational coach.

### Team context

You may choose to create your own context for team members, but a sample group of team members traits are included in Example 1 – Basketball team if you would like to use any of these.

#### Example 1 – Basketball team

Each player has their own unique skills and strengths.

Table 1 – sample team member traits

|  |  |
| --- | --- |
| Team | Traits |
| The captain | The leader of the team who motivates and inspires the other players to do their best. They are confident, calm under pressure, and responsible for the team's success. |
| The rookie | A new and motivated player who wants to prove themselves. They work hard to improve their skills, but sometimes they can be too overconfident. |
| The veteran | An experienced player who brings a lot of knowledge and skill to the team. They are competitive, calm under pressure and can help the team stay focused. |
| The Enforcer | A physically strong player who is tough and aggressive on the court. They can take hits and keep going, but sometimes need to control their emotions. They aspire to be a leader themselves. |
| The Playmaker | A skilled player who is good at passing the ball to others and creates opportunities for their teammates to score. They are confident and work well with others. |
| The Sharpshooter | A player who is very good at shooting the ball accurately from a distance. They are confident in their abilities, but sometimes forget to work with the team. |

### Word bank

The word bank will help you to improve your use of causal phrases and connectives in your proposal. By effectively linking cause and effect relationships, you can present a cohesive proposal that shows your understanding of the topic and supports your ideas with evidence.

**Causal phrases**

**Words and phrases that show a relationship between action and effect.**

if, then, when, this is because, as, causes, effects, changes, increases, decreases, elevates, responsible for, reduces, improves, influences, impacts, results in, creates, contributes to, leads to.

#### Connectives

Table 2 – connective words that could be used in the proposal

|  |  |  |  |
| --- | --- | --- | --- |
| Contrast | Compare | Conclude | Sequence |
| Alternatively  However  Conversely  On the other hand  In contrast  Despite this | Likewise  Correspondingly  Equally  In the same way  Similarly  Additionally  Comparably | As a result  As a consequence  Therefore  Thus  Consequently | Firstly, Secondly, etc  Following  Previously  Before  Subsequently  Above all  Furthermore |

### Needs analysis scaffold

Table 3 – a sample scaffold to build strategies

|  |  |  |
| --- | --- | --- |
| Needs of the team or team members | Motivational psychology theories that will be important to consider | What strategies are we going to use to motivate the whole team or members of the team? |
| Not all team members are currently working as a team. Some of the players would benefit from mentorship. Other players want to achieve and would also benefit from being strong mentors. | * Personal motivation – achievement. * Positioned to influence other players positively because of their status within the team. * Maslow’s hierarchy of needs - all players seek belonging and esteem. * Collectivism. | **Strong team vision**   * The enforcer isa leader in the group and can learn strategies to regulate his emotions by giving him a mentor who teaches him how to coach the younger players. * The veteran will feel their skills are being valued. * The sharpshooter will have important reminders about the importance of teamwork through the shared goals we establish with the team.   **Identify the main goal**  Which players does your strategy target?  What activities will you use with them to enact the theory?  What is the influence this will have on their motivation? |

### Sample proposal

**Teacher note:** this is not a complete task but shows a sample of how the planning structure might be used to support the proposal script. This sample shows how one idea is developed with research and evidence. This may be used with students to illustrate how the marking criteria is used and how the scaffolds provided can be used.

The team needs a clear and inspiring vision to work towards. I will work with you to create a vision that inspires and motivates the team to work towards a common goal, ultimately enhancing the sense of teamwork and support, which is crucial in an effective basketball team.

The first step to working towards a common goal is always to establish a clear vision. The captain, the veteran and the enforcer will benefit most from this strategy as there are personal motivations for achievement that are targeted with a strong team vision. They are also best positioned to influence other players positively because of their status within the team. There is also a strong link with a shared vision to Maslow’s hierarchy of needs, with all players seeking belonging and esteem. A sense of collectivism is ultimately at the heart of a strong shared vision and this will position players like the enforcer as a leader in the group and allow him to find some strategies to regulate his emotions. The veteran will also feel their skills are being valued and the sharpshooter will have important reminders about the importance of teamwork through the shared goals we establish with the team.

## Options for marking

**Teacher note:** Three types of criteria are available for use and teachers will need to decide which one, or which combination, best serves their students. Marking guidelines may be useful for teachers to holistically mark a student’s evidence of learning while the grade descriptors may be useful in reporting progress to parents. The rubric on the aspects of the task may be useful for students to self-assess or peer assess and could be used formatively. Figure 1 shows an [example of a combined rubric](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fcontent%2Fdam%2Fmain-education%2Fteaching-and-learning%2Fcurriculum%2Felective-courses%2Fmedia%2Fdocuments%2Fpsychology-option-8-sap-combined-rubric.docx&data=05%7C01%7CCaitlin.Pace1%40det.nsw.edu.au%7C012e50853abd42367c0e08db4d18e521%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638188541534705720%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BS5Ol9uMhoD3UGDWtYziaLUQAWvY59zlPbYAOBz7V14%3D&reserved=0) which is a combination of the marking rubric and the marking guidelines. It can be used to visualise the relationship between the 2 tables. Additionally, the combined rubric illustrates the outcomes and how they relate to the indicators, which drive each progression in the rubric.

### Marking guidelines

Table 4 – marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guidelines |
| A | * Explains specific strategies for motivating the team. The strategies are tailored to the team's strengths and weaknesses and takes into account individual differences. * Provides detailed explanations of how psychological theories support the proposed strategies using a wide range of psychological vocabulary. * Interprets evidence from the team that supports the proposed strategies, using causal phrases to show the relationship between the evidence and the proposed strategies. * Presents a logical sequence of ideas with consistent use of connectives or connective phrases to contrast, compare, conclude, or sequence ideas. |
| B | * Explains strategies for motivating the team. The strategies are tailored to the team’s strengths or weaknesses and takes into account individual differences. * Provides an explanation of how psychological theories support the proposed strategies using psychological vocabulary. * Explains evidence from the team that supports the proposed strategies, using causal phrases to show the relationship between the evidence and the proposed strategies. * Presents ideas with a structured proposal and effective use of connectives to contrast, compare, conclude, or sequence ideas. |
| C | * Explains strategies for motivating the team. * Provides reference to psychological theories using psychological vocabulary. * Explains evidence from the team related to the proposed strategies. * Presents ideas with the use of connectives to connect ideas together. |
| D | * Describes a strategy to motivate the team. * Provides reference to psychological theories with a term related to the study of psychology. * Describes evidence from the team related to the proposed strategy. |
| E | * Identifies a strategy to motivate the team. * Uses a term related to the study of psychology. * Identifies evidence from the team. |

### Grade descriptors

Table 5 – grade descriptors

|  |  |
| --- | --- |
| Grade | Descriptors |
| A | * The student has **extensive** knowledge and understanding of motivational psychology and scientific explanations for the mind and behaviour. They have displayed an extensive level of understanding when explaining the application of psychological theory. In addition, they have achieved a very high level of competence in the skills of communicating effectively in the discipline of psychology. |
| B | * The student has **thorough** knowledge and understanding of motivational psychology and scientific explanations for the mind and behaviour. They have displayed a thorough level of understanding when explaining the application of psychological theory. In addition, the student has achieved a high level of competence in the skills of communicating effectively in the discipline of psychology. |
| C | * The student has a **sound** level of knowledge and understanding of motivational psychology and scientific explanations for the mind and behaviour. They have displayed a sound level of understanding when explaining the application of psychological theory. In addition, the student has achieved an adequate level of competence in the skills of communicating effectively in the discipline of psychology. |
| D | * The student has a **basic** level of knowledge and understanding of motivational psychology and scientific explanations for the mind and behaviour. They have displayed some level of understanding when explaining the application of psychological theory. In addition, the student has achieved some competence in the skills of communicating effectively in the discipline of psychology. |
| E | * The student has an **elementary** level of knowledge and understanding of motivational psychology and scientific explanations for the mind and behaviour. They have displayed a limited level of understanding when explaining the application of psychological theory and the communication skills within the discipline of psychology. |

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### Marking criteria

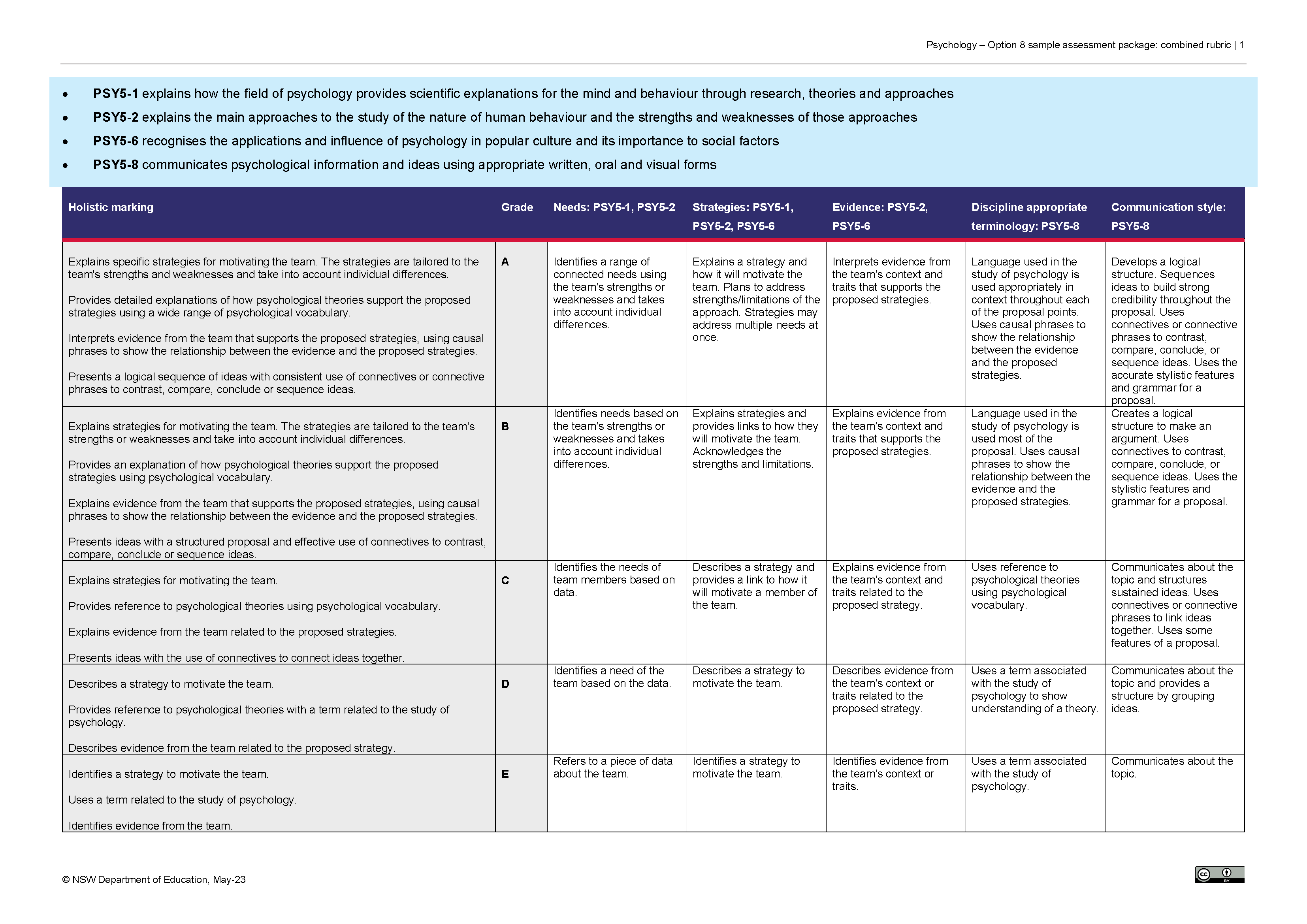
Table 6 – marking rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item | E | D | C | B | A |
| Needs:  PSY5-1, PSY5-2 | Refers to a piece of data about the team. | Identifies a need of the team based on the data. | Identifies the needs of team members based on data. | Identifies needs based on the team’s strengths or weaknesses and takes into account individual differences. | Identifies a range of connected needs using the team’s strengths or weaknesses and takes into accounts individual differences. |
| Strategies:  PSY5-1, PSY5-2, PST5-6 | Identifies a strategy to motivate the team. | Describes a strategy to motivate the team. | Describes a strategy and provides a link to how it will motivate a member of the team. | Explains strategies and provides links to how they will motivate the team. Acknowledges the strengths and limitations. | Explains a strategy and how it will motivate the team. Plans to address strengths/limitations of the approach. Strategies may address multiple needs at once. |
| Evidence:  PSY5-2, PSY5-6 | Identifies evidence from the team. | Describes evidence from the team context or traits related to the proposed strategy. | Explains evidence from the team context and traits related to the proposed strategy. | Explains evidence from the team context and traits that supports the proposed strategies. | Interprets evidence from the team context and traits that supports the proposed strategies. |
| Discipline appropriate terminology:  PSY5-8 | Uses a term associated with the study of psychology. | Uses a term associated with the study of psychology to show understanding of a theory. | Uses reference to psychological theories using psychological vocabulary. | Language used in the study of psychology is used in most of the proposal points. Uses causal phrases to show the relationship between the evidence and the proposed strategies. | Language used in the study of psychology is used appropriately in context throughout each of the proposal points. Uses causal phrases to show the relationship between the evidence and the proposed strategies. |
| Communication style:  PSY5-8 | Communicates about the topic. | Communicates about the topic and provides a structure by grouping ideas. | Communicates about the topic and structures sustained ideas. Uses connectives or connective phrases to link ideas together. Uses some features of a proposal. | Creates a logical structure to make an argument. Uses connectives to contrast, compare, conclude, or sequence ideas. Uses the stylistic features and grammar for a proposal. | Develops a logical structure. Sequences ideas to build strong credibility throughout the proposal. Uses connectives or connective phrases to contrast, compare, conclude, or sequence ideas. Uses the accurate stylistic features and grammar for a proposal. |

### Combined rubric

**Note:** in the combined rubric in Figure 1, the columns show components of the outcomes in a progression from E to A (from Table 6) and the rows show how the holistic marking (from Table 4) can be described in more detail.

Figure 1 – [example of combined rubric](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fcontent%2Fdam%2Fmain-education%2Fteaching-and-learning%2Fcurriculum%2Felective-courses%2Fmedia%2Fdocuments%2Fpsychology-option-8-sap-combined-rubric.docx&data=05%7C01%7CCaitlin.Pace1%40det.nsw.edu.au%7C012e50853abd42367c0e08db4d18e521%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638188541534705720%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BS5Ol9uMhoD3UGDWtYziaLUQAWvY59zlPbYAOBz7V14%3D&reserved=0)



## Additional information

Please complete the following [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kbKo2q_ZUXlHndJMnh2Wd8NUOUk0VTIzUDVVSlVFQVM5MkdOMkJGTjVKNCQlQCN0PWcu) to help us improve our resources and support.

The information below can be used to support teachers when using this assessment package for Psychology.

### Rationale

Psychology provides the knowledge and understanding of human nature by asking scientific and philosophical questions and by undertaking studies into the fields of neuroscience, cognitive sciences, and social psychology. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

### Aim

The aim of Psychology is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society.

### Purpose and audience

This assessment package provides a range of assessment strategies and supplementary material that can be used to support student achievement in the task outlined. This resource is for teachers when creating a program of assessment for the Psychology course.

### When and how to use this document

Use the assessment package in the context that best supports your school context.

### Assessment for learning

Possible formative assessment strategies that could be included:

* Learning Intentions and Success Criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [hinge questions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/560#.ZBKyi2ntgSA.link), [Kahoot](https://kahoot.com/), [Socrative](https://www.socrative.com/), or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[What works best 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020a)

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product, and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and culture. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning Tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies and subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners helps teachers to identify and target areas for growth and improvement. In addition, the [Differentiation adjustment tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation.

### About this resource

All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing [secondaryteachingandlearning@det.nsw.edu.au](mailto:secondaryteachingandlearning@det.nsw.edu.au).

**Alignment to system priorities and/or needs**:

This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 5.1.2, 5.5.2

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, Psychology © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Department approved elective course**: Psychology

**Course outcomes**: PSY5-1, PSY5-2, PSY5-6, PSY5-8

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Assessment resource

**Related resources**: further resources to support Psychology can be found on the Department approved elective courses webpage including course document, sample scope and sequences, assessment materials and other learning sequences.

**Professional Learning**: join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, and EAL/D.

**Reviewed by**: this resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

**Creation date**: 3 April 2023

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**Evidence Base**:

The range of assessment strategies outlined in the advice encourages ‘a variety of assessment methods each lesson to check for students’ understanding and inform what should be taught next’ (CESE, 2020a, p 22). The assessment strategies outlined are student-centered, providing ‘students with opportunities to reflect on their progress to inform future learning goals’ (CESE, 2020a, p 22).

The assessment strategies outlined provide teachers important information about whether students learned what they intended. Wiliam (2013:15) claims ’the term formative should apply not to the assessment but to the function that the evidence generated by the assessment actually serves’.

## References

[Psychology course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset2) © NSW Department of Education for and on behalf of the Crown in the State of New South Wales, 2021.

NESA (NSW Education Standards Authority) (2020) [*Nurturing Wonder and Igniting Passion, designs for a new school curriculum: NSW Curriculum Review* [PDF 1.12MB]](https://nswcurriculumreform.nesa.nsw.edu.au/pdfs/phase-3/final-report/NSW_Curriculum_Review_Final_Report.pdf), NESA, accessed 3 May 2023.

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