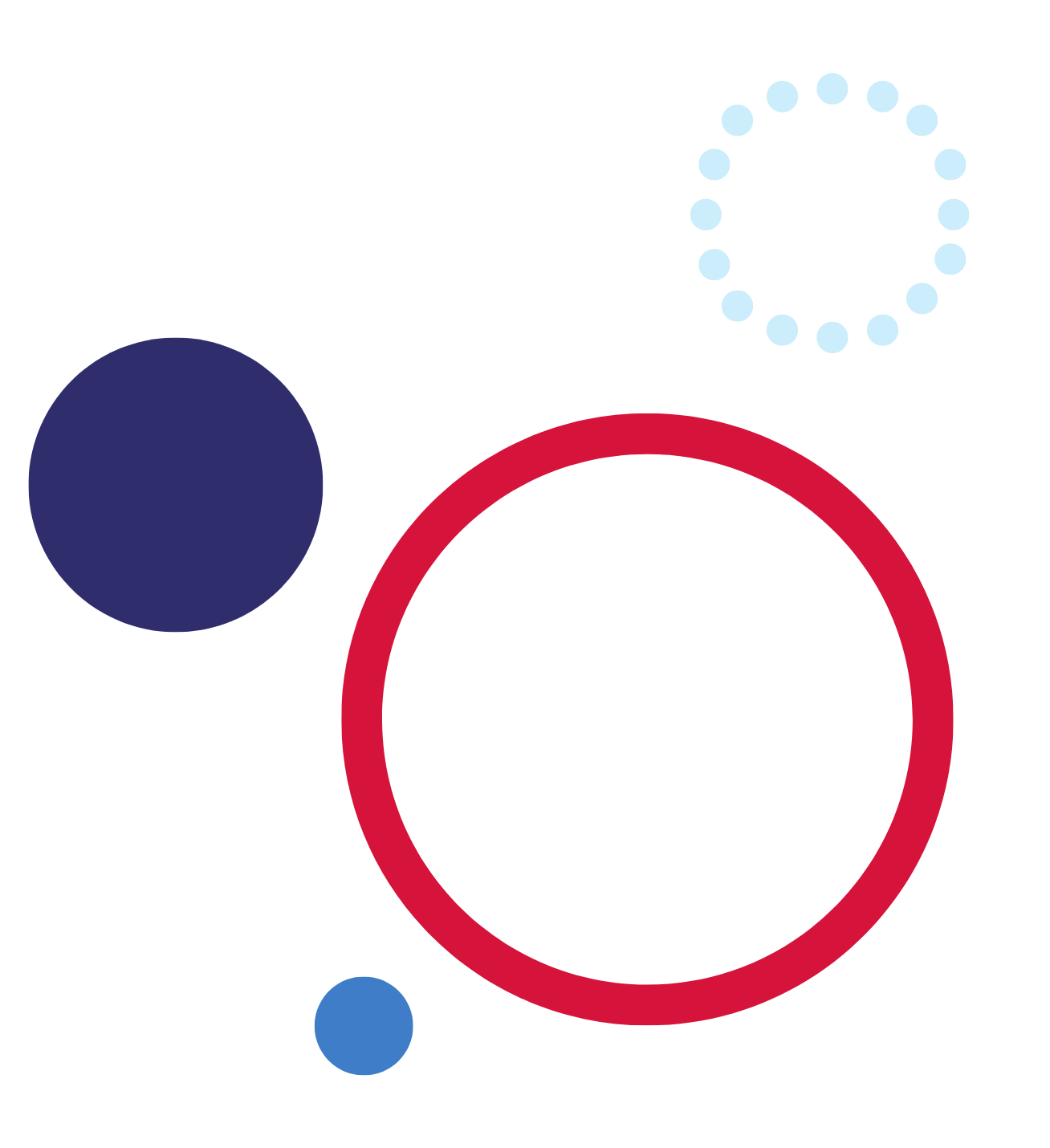
# Psychology



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## Introduction

Psychology is a Stage 5 NSW Department of Education approved elective course.

The [Curriculum planning and programming, assessing and reporting to parents K-12 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) and the associated policy standards set out the requirements for schools regarding the mandatory hours for additional studies (electives) in Stage 5. Version 9.3 of the policy standards introduces the option of NSW Department of Education approved elective courses which can make up a maximum of 200 hours of the mandatory 400 hours of electives.

If a school chooses to deliver a NSW Department of Education approved elective course, students and parents/carers need to be consulted and understand that the course will not be listed on the Record of School Achievement (RoSA).

Psychology was initially developed as a school-developed board endorsed course by teachers at Macquarie Fields High School in 2003.

### 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 Stage 5 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 resource communicates the outcomes and content students will be taught throughout their study of the course. It is developed for teachers to provide consistent advice in the subject selection process for Stage 5 students and for use when developing resources and implementing the course.

### When and how to use this document

This resource is an essential document to ensure that all material developed and used for this course meet the requirements for hours, outcomes, and content. Use this document when offering the course, when developing teaching and learning resources, and when maintaining records to indicate students have met the requirements for the course.

## Course structure and requirements

Students may undertake either 100 or 200 hours of study in Psychology in Stage 5. Courses are structured in the following ways:

**100-hour course**

* both core topics
* additional study of selected options to meet the 100-hour requirement (minimum of 2)

**200-hour course**

* both core topics
* additional study of selected options to meet the 200-hour requirement (minimum of 6).

### Core

Each core topic should be 20-30 indicative hours.

* Core 1: What is psychology?
* Core 2: Research methods in psychology.

### Options

Each option topic should be 15-25 indicative hours.

* Option 1 – Biological bases of behaviour
* Option 2 –Intelligence and creativity
* Option 3 – Personality and self
* Option 4 – Forensic psychology
* Option 5 – Psychology and society
* Option 6 – Psychology and gender
* Option 7 – Psychological disorders and constructs of normality
* Option 8 – Psychology of success
* Option 9 – School-developed option.

## Outcomes

A student:

* **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
* **PSY5-3** describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour
* **PSY5-4** explains a range of psychological theories and identifies the application of these theories to everyday life
* **PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
* **PSY5-6** recognises the applications and influence of psychology in popular culture and its importance to social factors
* **PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning
* **PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms.

Schools must ensure that the options chosen enable all the outcomes to be assessed by the completion of the course

## Core 1 – What is psychology?

Students will identify psychology as a scientific discipline which studies mental processes and human behaviour, the world of the psychologist, the history of psychology and present-day theories of psychology.

Students will learn how the knowledge gained by research psychologists is used by applied psychologists in their dealings with individuals and groups. Students will appreciate the eclectic nature of psychological theories and the contributions made by psychologists of the past in formulating contemporary theories.

### Outcomes

A student:

* **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
* **PSY5-4** explains a range of psychological theories and identifies the application of these theories to everyday life
* **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.

### Content

Students:

* explain that psychology is the scientific study of mental processes and how they affect observable behaviour
* recognise the historical roots of the study of human behaviour and the contributions of early psychologists, including
* Charles Darwin
* Wilhelm Wundt
* Sigmund Freud
* William James
* B.F. Skinner
* John B. Watson.
* examine the role of the psychologist, including areas of specialisation within the field of psychology, for example
* clinical psychologists
* military psychologists
* environmental psychologists
* forensic psychologists.
* investigate the tasks involved in some of the major fields of psychology
* investigate the 6 major approaches to present-day psychology and the theories behind them, including
* biopsychology
* behaviourism
* psychoanalysis
* humanism
* cognitive psychology
* sociocultural psychology.
* distinguish between research and applied psychology and the roles of each.

## Core 2 – Research methods in psychology

Students examine the scientific methods and ethics involved in psychological research and experimentation. They will investigate the types of psychological research and examine the ethical principles that practices are required to adhere to when engaging participants in research studies.

### Outcomes

A student:

* **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
* **PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
* **PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning
* **PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms.

### Content

Students:

* define the role and purpose of psychological research
* identify the characteristics of quality psychological research, including
* theoretical frameworks
* standardised procedures
* validity
* reliability.
* investigate the differences between various types of psychological research and identify the advantages and disadvantages of each research method, including
* experimental research
* correlational research
* descriptive research.
* examine the role of ethical principles and professional practice in psychology, for example
* informed consent
* deception
* the role of professional associations for practising psychologists.
* explain the role and purpose of statistics in psychological research, including
* descriptive statistics
* inferential statistics.
* conduct a simple experiment to test a hypothesis and analyse the results.

## Option 1 – Biological bases of behaviour

Students study the evolution and development of the human brain and what sets human beings apart from other animals. They will investigate the anatomy and physiology of the human brain and nervous system, the nature of normal brain function and the role of technology in analysing neurological disorders.

Students learn about sensation, perception and consciousness and how these biological issues affect how humans relate to the world around them. They learn to appreciate the complexity of human behaviour from a biological perspective.

### Outcomes

A student:

* **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.
* **PSY5-3** describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour.
* **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.

### Content

Students:

* describe the structure and evolution of the human brain and how it differs from those of other animals
* explain how the ability to think and reason defines us as humans
* examine the role of the brain and nervous system in controlling human behaviour
* investigate the nature of normal brain function and how science and technology can assist in the diagnosis and treatment of neurological injuries, diseases and disorders
* evaluate current research into ways of preventing, treating or curing brain injuries, diseases and disorders
* examine biological rhythms and their effects on human behaviour, including unseen forces such as biological clocks, circadian rhythms and jet lag
* investigate the sleep cycle, sleep deprivation, dreams and brain changes during sleep and their effects on human behaviour.

## Option 2 – Intelligence and creativity

Students will learn about the 4 basic types of learning: classical conditioning, operant conditioning, social learning and cognitive learning. They will learn about the background to these learning theories and the psychologists associated with them.

Students will investigate how we acquire information, how it is processed and stored and how memory works. They will examine the nature of intelligence, what it is, how it is measured and issues associated with intelligence testing as well as the relationship between intelligence and creativity.

### Outcomes

A student:

* **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
* **PSY5-3** describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour
* **PSY5-4** explains a range of psychological theories and identifies the application of these theories to everyday life
* **PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning
* **PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms.

### Content

Students:

* define and discuss intelligence
* examine the role of intelligence testing and its implications
* explain Alfred Binet’s definition of intelligence
* describe the original formula for IQ
* explain why David Wechsler developed a performance scale
* examine Howard Gardner’s theory of multiple intelligences and compare and contrast it with traditional theories of intelligence
* explain how both environment and heredity factors contribute to intelligence
* describe the classifications of intellectual disability
* investigate intelligence in a sociological context and examine our society’s notion of what constitutes intelligence
* discuss creativity and its relationship to intelligence and examine the characteristics of creative thinkers.

## Option 3 – Personality and self

Students investigate different theories of personality and the usefulness of theories. Psychoanalytic, social psychoanalytic, behavioural, humanistic and trait theories are examined in detail. Students theorise about their own personality and explore ways and methods of measuring personality and personal abilities. Personality tests, projective tests, aptitude and achievement tests, and vocational tests and the ethics of testing are examined.

### Outcomes

A student:

* **PSY5-1** explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches
* **PSY5-3** describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour
* **PSY5-4** explains a range of psychological theories and identifies the application of these theories to everyday life
* **PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
* **PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning
* **PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms.

### Content

Students:

* describe different theories of personality, including
* psychoanalytic theory
* social psychoanalytic theory
* behaviourism
* humanism.
* evaluate the claims of each theory of personality based on the results of psychological studies
* assess the impact of both heredity and environment on personality traits
* identify a range of personality tests and explain how they are underpinned by personality theory
* examine how personalities and personal abilities are measured in a range of contexts including
* medical
* educational
* employment-related
* popular cultural.
* identify the ethical principles in taking or giving personality tests.

## Option 4 – Forensic psychology

Students will learn about the application of psychological knowledge and methods to tasks faced by the legal system. These tasks include the role of the forensic psychologist, characteristics of violent offenders, a case study investigation of stalkers and stalking, criminal profiling, assessing defendant for insanity or competency, assessing people for risk of violence, the forensic psychologist in the courtroom, confessions and eyewitness identification.

Students will synthesise their knowledge about psychological research, the roles of psychologists and psychological profiling and its application in contemporary society.

### Outcomes

A student:

* **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
* **PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
* **PSY5-6** recognises the applications and influence of psychology in popular culture and its importance to social factors
* **PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning
* **PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms.

### Content

Students:

* identify the roles of a forensic psychologist, areas of specialisation and where forensic psychologists work
* examine the variables associated with criminality, for example
* socio-economic status
* age
* gender
* employment status.
* apply official crime statics to profile criminality
* identify the role of forensic psychologists in criminal profiling
* differentiate between criminal profiling methods, for example
* inductive methods
* deductive methods.
* explain how forensic psychologists assess mental fitness and diminished responsibility
* identify the role of ‘expert witnesses’ in the courtroom
* explain how human memory works and identify factors influencing the accuracy of eyewitness testimony.

## Option 5 – Psychology and society

Students investigate the social and cultural factors that guide our feelings and actions towards one another. Hidden influences on behaviour and aggression and violence in individuals and society are explored. How psychologists view the formulation of attitudes and beliefs, including cultural diversity and group influences, changing attitudes, stereotyping, prejudice, and brainwashing are examined. Students are encouraged to apply this knowledge by focusing on socio-cultural influences within their own community.

### Outcomes

A student:

* **PSY5-1** explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches
* **PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
* **PSY5-6** recognises the applications and influence of psychology in popular culture and its importance to social factors
* **PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning
* **PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms.

### Content

Students:

* describe a range of psychological theories that account for human behaviours
* identify the parts of attribution theory
* compare and contrast liking and loving in human relationships
* explain how culture and society influence aggressive behaviour
* assess the degree to which socio-cultural factors influence aggression and violence within communities
* discuss factors that contribute to, and hinder, helping behaviour
* examine how cultural diversity and groups influence behaviour and attitudes
* assess the impact of their own attitudes on their own perceptions of themselves and others, including
* stereotypes
* prejudice and discrimination
* scapegoats
* effects of mass media.
* discuss how persuasion and peer pressure influence behaviour due to the psychology of socio-cultural contexts.

## Option 6 – Psychology and gender

Students explore gender differences. Physical and psychological similarities and differences in men and women and the influence of socialisation and gender roles are examined. Students compare and contrast biological and social psychological explanations of gender differences to identify the strengths and limitations of each approach.

### Outcomes

A student:

* **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
* **PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning
* **PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms.

### Content

Students:

* explain the difference between sex and gender
* examine historical and contemporary gender myths and stereotypes
* explain the nature of male and female differences, including
* the role of hormones
* nurturance
* aggression and activity level
* intelligences.
* identify and describe the areas of mental ability in which males and females show differences
* recognise and discuss gender differences in communication
* identify the implications of biological and social psychological explanations of atypical gender behaviour.

## Option 7 – Psychological disorders and constructs of normality

Students investigate the nature and causes of mental disorders and psychological disturbances. Constructs of normality and abnormality are explored. Students are introduced to the DSM-V as a means of classifying disorders. Anxiety, dissociative, somatoform, mood, psychotic, personality disorders and disorders of childhood are examined. Approaches to treatment and therapy, such as cognitive behavioural therapy, are also considered.

### Outcomes

A student:

* **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.
* **PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data.
* **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.

### Content

Students:

* describe the strengths and limitations of definitions of normality and abnormality from a range of historical and socio-cultural contexts
* identify a range of psychological disorders, the symptoms and treatments, for example
* depression
* bipolar disorder
* schizophrenia and other psychoses.
* discuss historical and contemporary attitudes towards mental illness
* identify the different types of mental health workers and their role in treatment
* explore and evaluate different approaches to the treatment of mental disorders, for example
* psychoanalytic treatment
* humanistic therapy
* behavioural therapy
* cognitive behavioural therapy
* group therapy
* biomedical treatment.
* identify and assess the type and availability of psychological support at a local level for specific groups.

## Option 8 – Psychology of success

Students identify the basic needs that drive motivation. They examine why people are motivated to perform, including examining the role of social and cultural factors that shape motivation.

### Outcomes

A student:

* **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.

### Content

Students:

* examine Maslow’s hierarchy of needs
* define motivation and examine factors that contribute to personal motivation, including
* biological needs
* psychosocial needs, for example, power, achievement, relationships.
* explain how social and cultural factors shape motivation, for example
* collectivism
* individualism.
* describe the impact of external stimulus on motivation and emotion, including
* reward
* punishment.
* identify the factors that contribute to overcoming barriers to success
* explain the role of goal-setting theory in increasing motivation and achieving success
* describe the similarities and differences between measures of success in different fields, for example
* athletes
* performers
* entrepreneurs
* scientists.

## Option 9 – School-developed option

For the school-developed option, schools may address some or all of the outcomes identified, as relevant to the study developed.

This option provides students with the opportunity to develop their knowledge and understanding of a particular area of psychology and/or area of inquiry that caters for their interests, needs and resources. This study also provides an opportunity to investigate a psychology issue in-depth.

The focus of study chosen in the school-developed option must not overlap or duplicate significantly any of the contexts studied in other Stage 5 electives or Stage 6 syllabus.

### Outcomes

A student:

* **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
* **PSY5-3** describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour
* **PSY5-4** explains a range of psychological theories and identify the application of these theories to everyday life
* **PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
* **PSY5-6** recognises the applications and influence of psychology in popular culture and its importance to social factors
* **PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning
* **PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms.

### Content

Students investigate a particular area of psychology or area of inquiry in the field of psychology, and:

* develop psychological questions
* establish standardised procedures
* account for validity and reliability
* conduct research using a variety of appropriate sources of information, including
* primary sources
* secondary sources.
* apply ethical principles
* evaluate and analyse research findings
* communicate findings using a variety of appropriate strategies.

## 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.

Curriculum design and implementation is a dynamic and contextually specific process. The department is committed to supporting teachers to meet the needs of all students. The advice below on assessment and planning for the needs of every student may be useful when considering the material presented in this resource.

### 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/557), [Kahoot](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621), [Socrative](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/587), 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 2017). 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/564).

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 update 2020](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 cultures. 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).
* **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 planning 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. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).
* **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 help 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. (CESE 2020a:6).

## 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 2.1.2, 2.3.2, 3.2.2, 7.2.2

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, PSY5-3, PSY5-4, PSY5-5, PSY5-6, PSY5-7, PSY5-8

**Author**: Curriculum Secondary Learners

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

**Resource**: Course document

**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.

**Universal Design for Learning Tool**: [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D, Macquarie Fields High School, and Sydney University.

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

**Creation date**:25 October 2021

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**Evidence Base**:

‘The long-term vision is for a curriculum that supports teachers to nurture wonder, ignite passion and provide every young person with knowledge, skills and attributes that will help prepare them for a lifetime of learning, meaningful adult employment and effective future citizenship’ (NESA 2020:xi).

The development of the course and the course document as part of department approved electives aims to respond to the goals articulated in NESA’s curriculum review. Consistent messages from the review include:

* ‘flexibility’ was the word most used by teachers to describe the systemic change they want
* teachers need more time to teach important knowledge and skills
* students want authentic learning with real-world application.

This course and the department approved electives provide teachers with flexibility in the curriculum and authentic learning experiences. They allow for ‘increased local decision making in relation to the curriculum’ as this ‘is associated with higher levels of student performance’ (NESA 2020:52).

This resource has been developed so that teachers are able to use the principles of what works best. Explicit teaching using ‘the language of the syllabus to increase students’ familiarity with the vocabulary so students can unpack assessment questions and understand exactly what they are being asked to do’ (CESE 2020b:11).

Essential elements to be included in a school’s documented curriculum:

* syllabus outcomes and scope of learning for each KLA for each year
* a scope and sequence and associated learning programs for each course, including teaching activities mapped against NESA syllabus outcomes and content, and including registration and evaluation (NSW Department of Education 2021:7).

## References

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.

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