

## MAPPING ASSESSMENT TASKS AND KEY SKILLS

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Assessment task	Description (from Advice for teachers, pp 22–23)	Which key skills (from page12) apply to the task
annotated folio of practical activities	Students should be encouraged to record the details of practical activities in a folio. Students may then be asked to select and annotate activities which demonstrate a particular psychological principle, or which illustrate a specific aspect of psychology.	
data analysis	First-hand and/or second-hand data may be used in data analysis tasks. Teachers may use collated first-hand data from a class, across different classes within a school, or across different schools to set assessment tasks.	
debate	A number of topics in psychology lend themselves to debates, for example a comparison of theories, and the strengths and limitations of a particular concept, idea or model. Students may organise and participate in a debate. Assessment may relate to participation in the debate, including peer assessment, or may be an individual student evaluation of the arguments presented in both sides of the debate.	
essay	Both structured and open essay formats may be used to assess students' understanding of psychological principles and concepts.	
evaluation of research	Students may be presented with classic or contemporary research for evaluation. One or more research studies should be used to consider and/or compare psychological principles and research methodologies.	

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media response	Students may be presented with stimulus material such as press articles, advertisements, interview excerpts, audiovisual programs, artwork or performance items such as dance or drama. Students may then be asked to respond to selected psychological principles or concepts which are demonstrated through the media item.	
oral presentation using two or more data types, for example still or moving images, written text, sound	Students may use a range of data types such as still or moving images, written text and sound to present psychological principles and concepts to a selected audience. They may work independently or in groups to undertake a jigsaw activity, present information to their peers, their parents or a younger audience, or make a submission about the application of a psychological principle to a committee.	
research investigation	Practical investigations into an aspect of psychology, including application of ethical principles, may be conducted in the classroom, in the laboratory or in the field. Students should record and present the results of their investigations. Reports may range from simple tabulations of results with a student comment, to full reports which include an abstract, introduction, aim, hypothesis, method, results, discussion, conclusion and references. As students progress through Units 1 to 4, the level of sophistication of these reports may be expected to increase.	
test	A variety of question types may be included in a test, such as multiple-choice items, true-false response items, cloze items; extended response items.	
visual presentation, for example concept map, graphic organiser, poster	Students may use a range of visual presentation formats to present psychological concepts and principles, for example concept maps, graphic organisers, posters, flowcharts, models, photographic sequences, role plays and art media.	