**Erin Wilson** - Okay, so welcome everybody to our next implementation webinar for VCE Psychology for looking at 2023 to 2027. Today, we're going to look at an introduction and overview of Unit 1 and I'm very pleased to be joined by Carmen Love and Thea Carbines with me today. I'd like to acknowledge that I'm on Dja Dja Wurrung country, and I know that we will have many, many, many other countries and Traditional Owners' lands being represented in today's webinar. So, I pay my respects to the traditional custodians of the many lands across Victoria and interstate on which each of you are living, learning, and working.

I think it's really important for us to think when we are engaging in our learning in Psychology, to think about the way that Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to Country is guiding our understanding of Psychology, of health, and wellbeing, and really look forward to working together and continuing the journey in celebrating the continuation of a living culture that has been ongoing for thousands and thousands and thousands of years.

So today we are using WebEx Events, so that means that you'll be able to post any questions that you have in the Q&A section and then we will answer as many questions as possible possible at the end of the formal presentation. As I mentioned, the purpose today is to give you an introduction, an overview to Unit 1, to look at some of the new features of study design in the context of Unit 1. To talk about the revised assessment structure for Unit 1 and Unit 2, and really to hopefully excite you and make you think about how you might plan for Unit 1, whether that's at step-up at the end of the year, and then moving into Unit 1 in term 1 and 2 next year.

The first things I just want to familiarise yourself with, and if you're a very experienced teacher, you will know that these are the most important few documents that you can have. The "VCE and VCAL Administrative Handbook," and then the "VCE Psychology Study Design." I will encourage you to make sure that you are using the Handbook for 2023, next year. We do have updates that happen all of the time, and so it's really useful for us to just make sure that when we are thinking about those things that are critical for Unit 1, in terms of satisfactory completion of each outcome of each unit, the timing of those dates that they're due, and just also those processes for redemption where needed are all available in the "Administrative Handbook."

For Unit 1, there are two main VCAA resources in addition to the "VCE and VCAL Administrative Handbook" and "Study Design" to support you in your planning. There is the VCE webpage, and it will be updated in Term 4, into a new format as part of a new and improved VCE Psychology study page. It will include a range of support materials that incorporate the Advice for teachers. It comes under now three separate headings, planning advice, teaching and learning, and then assessment advice.

There will be more in detail specific assessment advice for Units 1 and 2 for you to have a look at. So, I would encourage you, once that's available, to really take some time to think about those as well. This is a very familiar structure to you. There are lots of things that are familiar and the same in relation to Unit 1, but there are also many opportunities for you to think about how you will improve, update, and change the delivery of Unit 1. The focus is still on the units, area of study, outcomes, key knowledge, and key science skills, satisfactory completion, levels of achievement, with really strengthened and updated Cross-study specifications. I've taken here, a wordle graphic that represents the aims of VCE Psychology, and I think it's nice to think about what do these words look like in the context of our Unit 1 students.

So, if I'm talking about the broad aims of VCE Sciences, and I'm thinking about my students who are undertaking Unit 1, they may be in year 10, they may be in year 11, they will have had varied experiences therefore in relation to the F-10 Science curriculum and science inquiry skills. And those bigger words are probably ones to focus on thinking about when we are looking at our Unit 1 students, if we're talking about the aims. So, we're really wanting to, you know, develop an understanding of data and science to consider sociocultural perspectives, to get them to analyse, apply, understand the guidelines, to think about the scope and bounds of Psych from an academic perspective in terms of guidelines, and then all of those other words as well. But I think it's useful for us to think about well, at Unit 1, these are the kind of things that we're probably trying to think about. Particularly, where are the limitations? What do we mean by a scientific academic study of Psychology? What's the limits to that? What's within the bounds and what's not within the bounds?

And again, the aims of VCE Psychology on page 7 help you to consider that because the key knowledge is written more broadly for the Unit 1 and 2 study designs from 2023 to 2027. And these are the key things to focus on really when we're thinking about our students and our teaching and learning activities for Unit 1. We have updated safety and wellbeing. We really are wanting to support teachers to consider how you'll deliver a strength-based, culturally safe and inclusive curriculum and assessment programme in your schools. We are looking to support students' health and wellbeing, even though it is not a personal self-help course, which you'll know some of the students think that that's what they're going to get when they come into VCE Psychology. It's really about focusing on a critical inquiry process, taking appropriate safety and cultural safety precautions and being culturally responsive. I know that sometimes what we can do when we're teaching VCE Psychology, and some of us will only be teaching in the senior area of the school, but to engage in the F-10 Curriculum and to understand where our students are coming from because there is an expectation that as well as the science inquiry skills and some of the content knowledge from F-10 Science, we are also building on the learning that students have done in Personal and Social learning in F-10, and then also the Health curriculum too, as well.

So please just think about selecting the right teaching and learning activities, practical work, and scientific investigations, that best suit your Unit 1 students. And they will be different and varied across every school. These are, of course, the considerations that we need to make sure, as we have a duty of care, there's legislative compliance. Different schools will also have different community standards in what they expect, or will consider appropriate, in terms of the examples and context that you might use in your school. So that's also something definitely that we would encourage you to think about when you're choosing your contexts, is to respect the person's difference of opinions, and to really think about how that might look in your classroom.

We have to make sure that we have appropriate information available to our students in terms of the support and referrals that they might be able to have for their individual health and wellbeing. And then, also making sure that it's very clear to them that we're not asking them to disclose any personal information or people that they know, so in maintaining confidentially for everyone at all point in time, and then also being aware of the potential for othering and making steps to minimise that. And I think that's really important in terms of the contexts that you could potentially choose for Area of Study 1 and Area of Study 2, and then when we look at Area of Study 3.

**Thea Carbines** - These are some ways that I address safety and wellbeing in the classroom. And reiterating some of the things that Erin's just talked about. From week one, kind of my intro to Psych, I'll be highlighting that this course is an academic overview and does not have any clinical or diagnostic intent. You know, psychologists need to study for at least six years to be able to do that, and we're certainly not in that position. I'll also provide information on available supports in my school and local community, options in the classroom if a topic is sensitive, so for example, being able to step outside for a few minutes. And we'll also discuss what respectful conversations look like in the classroom, so we've got a solid base there for future discussions. Then to keep the focus on safety and wellbeing, I'll continue coming back to available supports depending on the topic, model ethical guidelines in class activities, and I'll avoid grouping students based on a personal, or a perceived

**Erin Wilson** - Thanks, Thea, I think that's a really good segue into also us thinking about ethical conduct of scientific investigations. It is important for us to regularly review these documents. I think that perhaps there are some considerations on us as VCE Psychology teachers that we have to consider more so than teachers in other studies in terms of thinking about each of these requirements and rules, regulations, and documents. I think it's always a useful thing to go back and review the section on page 9 and 10, to make sure that we're familiar with the, you know, legal and moral responsibilities that we have when we're discussing this information. There are two new guidelines provided in the new revised study design, they may be completely new to you to make sure that you engage with, and they're highlighted in the slide in blue. It is one of those things Thea, as you've mentioned, that the topic of ethical conduct does lend itself to group discussion. And it can also mean that we have to make sure that our students A, are exposed to a wide range of ideas, values, and perspectives, but are able to engage in those discussions positively and in a safe atmosphere.

Please use your own judgement to select issues and learning activities that your students will be able to engage with. And there are some further suggestions for you to support your students to engage in setting classroom norms and managing classroom discussions there on the screen. I actually really like the article, "It's OK to disagree," because I think sometimes our students think that everyone has to agree and if we disagree, then it's bad, or it's an argument, and it's a negative connotation. So, it is about supporting our students to have that academic discourse about disagreeing, or viewing and seeing others' perspectives, and the same as managing classroom discussions as well. Supporting students to engage in classroom discussions from these perspectives, continues to enforce the safety and wellbeing messages and also the academic nature of the studies.

I mentioned earlier that the Cross-study specifications have been updated. We want to spend time today really talking about these in the context of Unit 1 specifically. I would encourage you to take time to really highlight, maybe make some notes, break down and discuss what each of those Cross-study specifications mean for you in Psychology, but also across the other sciences too, because these Cross-study specifications are consistent across each of the new revised VCE Science Study Designs. Biology and Environmental Science have started implementing them from this year. Psychology will do it next year, and also Chemistry and Physics.

So, there's some really good opportunities for you to perhaps get all of your Unit 1 teachers, VCE Science teachers, together to think about how you're going to enact each of these Cross-study specifications in your individual Unit 1 class, but then also talk about it from a 7-10 perspective in how you're going to scaffold students in relation to these opportunities as well. The key science skills have been revised. We've highlighted in bold where the changes are. I think making them specific, they're contextualised for VCE Psych, making them explicit is really important. The terminology is important too, to consider why it has changed. We're really talking about conducting investigations because that's linking to the ethical conduct in scientific investigations. It's highlighting for students that we have rules, regulations, procedures in place to support how we actually undertake investigations in Psychology. We've got generate, collate, and record data to recognise that we do have a difference between primary and secondary data.

So, we are generating data, or collating data, secondary data. You'll notice that we've talked about methodologies and methods. So, we're really trying to help the students to support, well understand the idea, support their understanding around the fact that science can have many investigation methodologies, or scientists, psychologists, can choose a range of methodologies depending on what their research question, or area of interest is. And those methodologies may best suit different circumstances. So, if I'm wanting to think about people's individual experiences in terms of their engagement with mental health workers, then it might be best for me to do a case study that's involving interviews. It's not the best methodology for me to do a controlled experiment, necessarily. So, there is that consideration.

And then, under each of those methodologies, I can use different methods. I might use a qualitative Likert. I might include extended questions in my interview. I might have a Likert scale. And each of those different methods underpin or are influenced by the methodology that I've chosen. There is an increased focus too on students engaging with evidence-based arguments, evidence-based information, evidence-based literature. So, we're not just asking them to draw conclusions. We're also asking them to construct evidence-based arguments. We're asking them to think about what is being asked, what is my answer, and those kinds of things. And then analysing, evaluating, and communicating scientific ideas.

So, there's an increased focus on the analysis and evaluation of scientific ideas. I think we've seen over the last 2 1/2 years, the ability to think critically about the information, or the question that's being asked, is really important. So, we're looking to support that in all of our students across the VCE Study Designs. I've talked previously on the other slide about the scientific investigation methodologies that are in the new 2023 to 2027 study design and we'll touch more on these in the future. And just to think about, really common to all of the different scientific investigation methodologies and practical activities are three key aspects asking questions, testing ideas, and using evidence. Practical work has also increased, and I think that Thea and Carmen will give you some great ideas as to how you might think more practically about how you can engage your students in the content.

So just to be really clear that we've got a minimum of 10 hours of class time to be devoted to practical activities and scientific investigations across Area of Study 1 and 2. So if you think about, a minimum of 7 hours should be devoted to Area of Study 3, we've got at least 50 hours for Unit 1, So we're talking about 20 hours for Area of Study 1, five or so hours of that associated with practical activities, 20 hours for Area of Study 2, roughly, you can do a bit more, or a bit less, and about five hours for practical activities for that Area of Study. And then we've got a minimum of seven hours. I'm just saying that I'm going to spend 10 hours on Area of Study 3. But you can mix up and change those splits between the three areas of study provided these minimum requirements are met.

**Carmen Love** - I'm going to talk about logbooks. So, whilst the maintenance of a logbook is standard scientific practise in recording primary data, for the purposes of VCE Psychology, the use of logbooks has been extended so that you can include notetaking by students relating to the collation of secondary data, and as well as using it to support yourself to authenticate, or assess student work. Data in a student's logbook may be qualitative and/or quantitative and may include results of guided activities or investigations. As we were saying with doing the practical work, it could be a record of short activity or a longer activity.

They may use it for planning notes for experiments, results of their activities, or investigations, just writing their personal reflections made during activities, or after a demonstration. You could use it for simple observations for, like I said, short class activities. Then, depending on how you record it, if it's electronic, perhaps links to spreadsheets with data that's been collated from the class, or classes, or other student digital records and presentations, notes, electronic or other images, anything that's happened while they've been on excursions. There's a huge list here of ways that you could incorporate information into their logbook.

Could also include web-based investigations and research, surveys, interviews, and notes of anything done outside of class as well. One way that I've used electronic, or logbooks is to make them electronic. So, I've found that it's great to see what is being done by a student and when. Obviously, if you're using a platform like Google Docs, it's got a record of what's being entered and when, so you can access that as formative assessment. I've found also, you can easily create a template if you want to guide students through an activity and share that template with them, so that they know what they're required to focus on. And obviously that's a neat way for them to keep all of their work together, keep track of what's happened in the classes.

And I have also included a section, or a page, whichever format you're using online, where they might note down areas of interest as we're moving through topics. So just to keep them thinking about what they'll, to do in Area of Study 3, if they're making notes over the course of Area of Study 1 and 2, it's something that you can come back to, and they've already got a start for choosing it for Area of Study 3.

**Thea Carbines** - My context is a bit different. I've got students re-engaging in education and they may or may not have a laptop. For equity, I use a paper logbook system, supplying each student with an A4 exercise book. And I use the logbook as a central focus for the key science skills. this might include taking notes, doing worksheet activities to bring up their basic skills. They'll also use it to report on primary research activities in the classroom, and if we're analysing pieces of secondary research. I'll have students pose questions in the logbook at the start of an area of study and then at the end of the area of study, see if they can then answer any of their questions, or whether new questions have arisen. And I guess those new questions could be the basis for their Area of Study 3 investigation. I'll aim to collect the logbook every few weeks as formative assessment, and to provide feedback to students. And that's also a tool that they can use to demonstrate satisfactory completion of each outcome.

**Erin Wilson** - As well as updates to the Cross-study specifications, we have included a new section called "Terms used in this study". It's really focusing on contestable terms in the study design and hoping to support you in your understanding about what they mean in the context of VCE Psychology. As well as the Terms used in this study, I think that the APS Glossary is also a really useful source of information if you're wanting to think about contextualising terms that are in the study design as well. We've also got further information available to the application of these terms. Will be made available in the new psychology study page under the Support Materials in the Planning section, so make sure that when that's available, you have an opportunity to look at those as well, too.

So, we've got an increased focus on our four specific Cross-study specifications, or areas within the Cross-study specifications. So, really our focus on Aboriginal and Torres Strait Islander perspectives, recognising that we are talking about Aboriginal and Torres Strait Islander peoples to understand and show our understanding that there's not a single Aboriginal, or Torres Strait Islander culture or identity. The Australian Institute for Aboriginal and Torres Strait Islander Studies map shows the major language groups and their rough geographical boundaries. I think it's a really useful thing for us to regularly refer to because sometimes what happens is I know the Country and the land I am on so I can talk about being on Dja Dja Wurrung country, but when I'm talking about and looking at psychological research that's happened throughout Australia, I find this map really useful to have a look and see what the lands of the other research that I might be engaging with from an interstate perspective and I can share that with my students and acknowledge that as well as part of our learning too.

The next four slides really are just questions for you to prompt and think when you're doing your planning. I feel like we're giving you lots of questions and suggestions of checklists that you might be checking off against once you've done your curriculum and assessment plan, and I think that's a really useful way of doing it. Some of the things that we are wanting you to think about when you're including Aboriginal and Torres Strait Islander knowledge and perspectives in the design and delivery of Unit 1, is to think about who the traditional custodians of your local area are, what opportunities there are for you to engage with local elders or Koorie organisations. And as I said, you know, what are the engagement with regional, state, national perspectives? VAEAI is the peak Koorie and community organisation for education and training in Victoria. They've produced the Protocols for Koorie education in Victorian schools, and that link is available in the front of the study design. It's another piece of information that I feel like we're giving you to engage with.

I found all of this information incredibly useful and beneficial to my understanding and developing my own perspectives and considering where I would, how I'll engage with this new content in the study design. I certainly don't think it's an onerous read. I think that really taking the time to engage with this information's really useful and also engaging in cultural understanding and safety training is another important component and aspect of this. So, there is programmes offered through many of the Koorie organisations, but also please ask your school, particularly your school may be able to engage through each of your peak bodies, either through Catholic Education Commission Victoria, or ISV or DET to support you in terms of developing this aspect of your own understanding as well.

And again, knowing where our students have come from or knowing the resources available as they come into Unit 1 in relation to Intercultural capability resources. There's a lot there available on the VCAA web page as well. Carmen and Thea are going to show us ways later how they've, I think if we develop broad, varied, engaging teaching and learning activities that cover the key science skills, that cover the scientific investigation methodologies, that allow students to engage in the content in a wide range of ways of making, seeing, doing, and understanding, then we cover critical and creative thinking inherently within our teaching and learning programmes.

So, I don't want you to think that these are extra additions on top of the things that you already need to do in relation to the key knowledge and the key science skills. It's really just about highlighting and broadening, to make our students the most well-rounded Unit 1 Psychology satisfactorily complete Unit 1 psychology first and foremost, but then also make them really well-rounded students who can engage in psychology at a local, international, and national perspective. And consider careers and options that are available to them. We can't really live in society and can't engage in Psychology or psychological understanding without thinking about ethical understanding. So, we have strengthened this component in relation to the new study design and you'll notice that there are discussions about ethical concepts and ethical guidelines in the 'Terms used in this study'. You certainly don't have to address every single question presented on these slides for every area of study in Unit 1. But we do recommend that you think about how you consider them across Units 1 and 2, and where the opportunities will be available.

The other thing I think is really important to recognise is that the opportunities that you provide your students will develop over time as your own knowledge and expertise increases. And also, as new resources become available. I certainly look back at the first curriculum planning that I did way back when I first started teaching psychology many, many years ago. And I did the best that I knew at the time based on the knowledge I had, but I would do it better and differently now. I think that we are all learners, and we're all on a journey. So do the best that you can with this content and see how else, you know regularly check back to look at these questions when you deliver Unit 1, when you deliver Unit 1 Area of Study 1, Unit 1 Area of Study 2, and think about how else you can support the Cross-study specifications, because we're wanting to support our students to be 21st century learners and workers, and each of these components are really important. And there's our one about individual and collective scientific endeavour and questions for you to consider. I did put in the Q&A that the recordings will be available on the VCE Psychology study page, as well as so what we'll make available once we've had time to edit, caption, and transcribe them to make sure that they're accessible to everyone. We'll also put the PowerPoint slides up as well, so you'll have access to all of these resources as well.

One of the things I think that I always have to consider and think about when I'm talking about individual and collective scientific endeavour is how I'm going to assess students individually against each of the outcome statements. Because I do have to do an individual assessment of their ability to be able to meet the outcomes, but we also want them to work together. So, I think it's useful to think about the strategies that I might use when I'm thinking about allowing students to work together, but then also individually assess them. You can do things like conferencing, individual discussions with students, and individual reflection at the end of a learning activity, individual responses to questions, you can ask them to do a mind map, a graphic organiser, a worksheet to explain perhaps some of the work that they've done or described in a group or undertaken as a group. Individual analysis and reporting of investigations that they have conducted together as a group or as part of a collaborative activity. It's just balancing that opportunity for collective scientific endeavour, but then also the individual assessment or satisfactory completion of the outcome and putting appropriate strategies in place.

The VCE assessment principles underpin everything we do, there is obviously an expectation on us as VIT registered teachers delivering a VCE unit that we will uphold the integrity and standard of students' completion of Unit 1. But we also want to make sure that it's valid and reasonable and equitable and balanced and efficient. Blanced means that we are doing a range of assessment activities, a range of work for students to complete within the class. And you'll see that a variety of range of activities that Thea and Carmen have chosen to highlight further on in their presentation. But it equally needs to be efficient. We don't want to assess our students too much too often, for their sake, but also ours, I think too, because it's really nice when we do a piece of work to get some feedback. And so, it's a really is a balance of making sure that you're getting enough evidence to assess satisfactory completion of an outcome that you can provide feedback on, and your workload is not too high. So, I like to think about efficient, certainly being from the student's perspective, but also the teacher's perspective.

So, as I've said, school-based assessment is an opportunity for teachers to design teaching and learning activities for a specific cohort of students. So, we expect assessment in each school to be different for every cohort, and to be different from each school cohort. Because we know that you know your students best, particularly in Psychology, all of our students come from different contexts and backgrounds and so the examples that you may choose or the stimulus material that you choose should be appropriate to your students. And that it's also important to remember that satisfactory completion of a unit is distinct from the assessment of levels of achievement. So, from a VCAA perspective, the main focus at Unit 1 is assessing whether the student has satisfactorily completed a unit. And it really is you collecting evidence and determining that the student has produced work that demonstrates the achievement of the outcome to the level that's included in the outcome statement and submitting work clearly that is their own.

So, there is an authentication requirement. There's also an expectation that students will do work consistently and continually throughout the unit to gain an S. You can support students to be able to do that by specifying the work that students need to do to complete a unit and the conditions under which the work is to be done and that should be communicated to students at the beginning of each area of study. So, there is a bit of planning requirements for you. Of course, not all of our students will satisfactorily complete the outcome on their first attempt. And so, it's really important they are provided opportunity, multiple opportunities up until the results are due in VASS. For Unit 1 and Unit 2, that's actually quite late in the year.

So, it does require a little bit of planning and checking and you monitoring student work and then providing those regular opportunities, if needed, again, provide opportunities to satisfactorily complete each unit. As I said, the Unit 1 assessment tasks have been updated for the revised study design. There is a caveat now placed to say that if multiple tasks are selected for Outcome 1 and/or Outcome 2, they must be different. This is really to support that principle of balance. We also know that we have many students that are applying to a wide variety of post-compulsory pathways and providing them with a balance of assessment task opportunities means that they can collect evidence to support a variety of post-compulsory pathways, whether that's direct entry into university, whether it's into TAFE, training, or work, or any of those other opportunities.

So that there is this kind of, I think, consideration that students will be able to potentially develop a portfolio through their logbooks and their assessment tasks of work to demonstrate their competencies and use that in terms of helping support their post-compulsory pathways. We also will be providing an expanded description of the scope of the tasks under Units 1 and 2 assessment tab of the new Psychology Support materials so look out for those as well as what we've got further on in the presentation. Just a reminder that assessment tasks can be written, multimodal, or oral formats and equally when you're collecting students' evidence of their understanding towards satisfactory completion of an outcome that can be written, multimodal, or oral too.

Their work or their evidence that they submit does not necessarily need to be written for you to be able to tick off and show that they are or determine that they are competent in relation to the outcomes. We don't talk about SACs at Unit 1 and 2, because School-assessed coursework is specific to Units 3 and 4. I know that some schools talk about OATs or just assessment tasks and really procedures for assessment of levels of achievement at Unit 1 and 2 is a matter for school decision. And you can use any type of reporting of achievement that you would like, being grades, descriptive statements, rubrics, other indications. That really is a school-based decision. More things for you to consider when you're doing planning, maybe print out these slides as collective and tick them off. Really think about how you're going to talk about formative and summative assessment and think about the different approaches that may be used in different units. You might use different approaches to think about where your students are at in terms of satisfactory completion for Unit 1, Unit 2, and then as you move into Units 3 and 4.

**Thea Carbines** - A few ways that I would be answering those questions. In terms of how would I know where students are at, in terms of satisfactory completion of an outcome. I will have them stick an area of study completion checklist in their logbook. So as Erin said, you know, we need to be upfront, and we should be clear with students about what they need to do to satisfactorily complete the outcome. So, it will outcome the required S/N tasks and the, not a SAC type for Unit 1, but the assessment, other assessment tasks. And then I will collect that at various times to check their progress and provide feedback. I use a variety of ways to identify students' strengths and weakness in the key knowledge and skills. I'll do quizzes in class, through class discussions so you know that their oral abilities, as well as their written, and if I'm using particular textbooks with online programmes, I can monitor them as well. And then I can provide feedback to students in an ongoing manner in various formats.

**Erin Wilson** - There is also, as we talk about, you know, a checklist for teachers, a checklist for students to know what they need to do to satisfactorily complete each area of study, each outcome and unit, there is a VCE teachers checklist for you to help support your planning. I've put in brackets 2022 there, because the one that's available through the QR code on the slide is for this year. It's certainly useful for you to think about if you haven't already accessed it this year and it will be also updated on the website for next year. It does support you to make sure that you're implementing the key processes and practises in line with the "VCE and VCAL Administrative Handbook," and the study design as well.

There is also a planning template that we would encourage you to think about using and that's accessible via the QR code as well. Whilst it's designed specifically for schools seeking to deliver a VCE study for the first time, in reality, we are all delivering Unit 1, Unit 2, Unit 3, and Unit 4 for the first-time next year, so we certainly think that this planning template is a useful tool for all of you when you're planning curriculum and assessment, or your teaching and learning programme for next year. It does ask you to think carefully about the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of each outcome. And then also the assessment task that will be used to assess students' level of achievement. Just really being clear on those two processes as being separate and distinct is a really useful thing for you to do. And you'll have many, many, many more activities in the third column to support students to satisfactorily complete each outcome. And probably just a few, a couple, maybe one for each area of study or two to assess students' level of achievement.

I think it's clear, probably hopefully throughout the presentation so far that each school is different, each student is different. And so therefore there really is inherent flexibility within the structure of Unit 1 for you to develop a curriculum and assessment programme that meets the needs of your cohort and the context for which they are learning. So please make sure that you develop assessment programmes that are aligned to VCE Psychology study design, and comply with the assessment principles, but use your creativity and flexibility and the art of your teaching to design a curriculum and assessment programme that will engage our students the best that they can. And I certainly know that we've been doing that. We have got over 21,000 students enrolled in Unit 1 Psychology this year so it's certainly working. That's about one in three VCE students that are engaging in Psychology so you're certainly doing an outstanding job, but I think, you know, we can certainly think about how we can continually improve and inspire our students by developing a curriculum and assessment programme that is best suiting their needs.

I did say, and you've probably hopefully have noticed that the Unit 1 and 2 key knowledge top points are written more broadly in the new study design. And this really is to help you consider and implement different approaches based on your school to studying the key knowledge. As long as you're meeting those guidelines of assessing students against the outcome statement, meeting the minimum hours that are required for each unit, so that's a minimum of 50 hours, and covering these key knowledge, there is the scope and flexibility for you to be able to cover it differently and uniquely to your cohort.

So, if we're looking specifically, I've just chosen one example here, that's looking at normal variations of brain development within society as illustrated by neurodiversity, now this is obviously a topic where your students' experiences may influence the possible diversities to explore. So you need to be, important to think about the sensitivities that some students may bring to the classroom and so therefore rather than listing all of the diversities that you should perhaps cover, we're providing you the opportunity to select the ones that best suit your cohort, to really think about those resources that will best support, then the diversities that you have chosen to think about and the possible approaches, whether it's a whole class focusing specifically on a few examples of neurodiversity, to then think about a jigsaw approach, or to allow individual students to carry out their own project based on a specific neurodiverse condition that they are interested in. Use that flexibility to think about which one best suit yours, the approach is available, the different approaches that are available there to you, and the best one is going to be the one that best suits your students there's no right or wrong or specific way to do that.

**Thea Carbines** - One of the key cross-study specifications is the key science skills and they're listed on page 12 and 13 of the study design and note that the term research methods is no longer being used so we should be consistently using key science skills. It's very clear that these are not an add-on, instead, you know, they should be integrated with the key knowledge and brought to life through classroom activities as far as possible. And you know, there's different ways that you can do that. You might choose to embed the key science skills into activities, teach explicitly in chunks, or use the flipped classroom approach, but whatever the case, they should be continually revisited in different formats throughout the year. And the Area of Study 3 should not be the first time that they're suddenly faced with a huge number of key science skills, as well as that Area of Study 3.

You need to think about how you could perhaps scaffold their key science skills across Units 1 and 2 and I think it's important to know that like in Unit 1, you don't have to try and cover every single key science skills, because that could be very overwhelming depending on your cohort and what existing level of knowledge and skills that they are bringing in. So, you can kind of adjust the curriculum and assessment programme to meet your students' needs. You need to make sure that you are covering a representative sample of the key science skills, but not necessarily everything in say Unit 1 Area of Study 1 and particularly, you know, if you've got a bunch of students who are quite new to you, that formative assessment to understand that the skills that they have entering into Unit 1 Psychology will be really important because, you know, they're going to bring different levels of achievement in terms of what they've gained from F-10.

This here is another idea of how you could think about mapping the key science skills across Unit 1 Area of Studies and then Unit 2 Area of Studies. So, we can see here that developing aims and questions for investigation, we might plan activities that they do that quite a bit in Unit 1, and then they've got familiarity with that for Area of Study 3. Looking at variables might be a focus of Area of Study 2. So just another tool or idea for how you could think about where and how you're going to cover the key science skills. In my context, my focus in Unit 1 is very much on covering the core concepts rather than trying to cover everything. So, I'll be focusing on the difference between scientific and non-scientific evidence, types of study methodologies, variables, hypotheses, ethics, and some very basic kind of data analysis.

And I'm really trying to create a solid base of understanding and inquiry that can continue to be built upon across their studies of Psychology rather than completely overwhelm them and scare them off from Unit 1. Although I always have a few students who love the key science skills, which is fantastic, but sometimes I find quite surprising how engaged they are by it. Others, it's a drag. I try and teach the key science skills progressively in chunks, trying to fit it in with the key knowledge. For example, when I'm looking at different approaches to study the brain over time, I'll try and cover many of the study methodologies such as case studies, controlled experiments, through like Penfield, correlational studies, and modelling. And I have students try and keep their key science skills notes and worksheets in their logbook for better organisation and easy reference.

**Carmen Love** - This is obviously a summary of the Unit 1 structure, and like all units in Psychology, the unit titles and Area of Study are presented in a series of questions. So that's to reflect the inquiry nature of Psychology, so really getting them to think in terms of questions that they can answer. For Unit 1, the questions have only altered slightly. So, the previous Area of Study 2 is now Area of Study 1, the question for Area of Study 2 is similar to the previous Area of Study 1, and Area of Study 3 has also been updated. This is the like overarching kind of investigation for Unit 1 Area of Study 1. We've highlighted their key command terms to discuss and evaluate.

So really looking at development over the life span and making sure we include all stages of the life span. I know students love to focus on development in childhood, but we are looking at adulthood and into the older stages as well, and also looking at ways of understanding psychological development, so different theories and approaches of explaining how and why we develop psychologically. Just for reference again, so the key knowledge, there's many familiar points here, so good to know that a lot of what you already do that's fantastic you can keep, but we'll go through some of the key changes over the next few slides. As we were talking about before, a planning template to be used to map the key science skills against the key knowledge.

We've just got a couple of examples here for the first couple of dot points. Through the learning activities, so which you can use for part of the 10 hours, we've got a range of key science skills being covered, and again, hopefully in a way that's engaging and brings the content to life. There's planned tasks for you to use to monitor satisfactory completion of the outcome, and then also assessment task possibilities. One example for an activity would be for example, a case study for a timeline of a famous person, if we're looking at development across the lifespan. So, they might identify key factors that have influenced their development, depending on the availability of that information. Could possibly get students to investigate someone that they know as well.

So do some kind of interview, and look at different factors, hereditary and environmental, that contribute to their development, and an assessment example on there as well, perhaps incorporating some more of those key science skills in preparing and undertaking a survey, I guess in Unit 1 if you're looking at a very simple way to introduce some key science skills, putting together a list of questions to then generate some data and familiarise them with how to present data using graphs, to make sure that it's a realistic representation of what they've found. They might use this to do a survey about the general understanding of neurodiversity in the community, and whether that might vary based on factors such as age or gender or any other characteristics that your class might find relevant.

This is here, obviously a list of the investigation methodologies and some examples of how you might make sure that you, or how you might implement them. It's not expected that opportunities for students to engage with all nine methodologies are provided in every area of study, but that they develop an understanding of their characteristics of each of the methodologies like over time. And again, it depends on your students and what their abilities are as to how you structure this. For example, modelling is possibly a newer methodology, so you could look at the use of animal models, just looking at how psychologists use them to explain development over, like so critical periods for example, so development again, or another familiar area that we've looked at is the use of tools to classify or diagnosis mental illness, so if you are looking at the DSM or ICD as a process or a system and evaluating how they're used and how effective they are.

One of the new points for Area of Study 1 is the biopsychosocial for approach for psychological development and mental wellbeing. And in this side, we've also got connections there on the right-hand side to the Cross-study specifications. So really getting in your planning to think about where the content will match up with those Cross-study specifications. For example, the investigating, so the biopsychosocial model links in with analysing and explaining models. So, it's like Thea said, it's not an add on, it's just making sure that you're being explicit with students about the connections with content and those Cross-study specifications. The Dance of Life is another new point that, oh, sorry, an example of an activity that could help you investigate a new point with Indigenous perspectives, so looking at how development can be influenced with the social, different factors.

So not just biopsychosocial, but there's an alternative viewpoint. And again, that links into respecting perspectives and being able to discuss different viewpoints. Neurotypicality that Erin spoke about earlier as well, so an example of an activity for that dot point might be to investigate different types of neurotypicality, whichever's relevant to your cohort and perhaps preparing infographic, and I believe for example, Autism Awareness Day is early on in the year so that might be a nice way to link in depending on what your school is doing, if they recognise that.

The other example we've chosen, it was to perhaps provide pairs of students with prepared sets of cards, which describe different thoughts, feelings, or behaviours so that students can categorise into thoughts, feelings, and behaviours, and then look at whether they might be adaptive or maladaptive, and then again, discuss and justify their choices. So, neurodiversity, also new. Again, there's some linking to what we've already been familiar with, with say synaesthesia. There's some really great examples of interviews and video to watch, where you can expose students to examples. There's a variety of those.

And they also might investigate some statistics, again, presenting data and using graphs, again, helping them to become more familiar with presenting data that's accurate and interpreting it. The role of mental health workers, looking at a variety of specialists, you might be able to access some of those through your school, or, you know, ask people from outside of the school, in your community to come in and speak to students, talk about their role, and how they might manage atypical behaviour, what their role is there. There's a really great resource with the longitudinal study of Australian children. We're looking at mental health and supporting psychological development. There's a huge variety of research questions that they could look at and collect secondary data, which would again, assist in demonstrating those key science skills and using that in the logbook to really draw, really sorry, great examples that you can provide them, word is escaping me, anyway, let's go on to the next one there.

Assessment possibilities for Area of Study 1. Perhaps data generation from observation, even looking at student, sorry, behaviour over the lifespan, perhaps they can observe their peers in the playground or some younger students, depending on the age groups at your school, they might do the outside of school go and observe people in older age groups and have a look at what they've observed, collate that data. Problem solving is also a kind of newish assessment possibility there. So maybe looking around issues of mental health and some strategies on how they might address those.

**Thea Carbines** - I'm going to take you through Area of Study 2, which is focusing on the role of the brain in mental processes and behaviour and evaluating brain plasticity and brain injury and their impact on biopsychosocial functioning, so that biopsychosocial is, you know, a theme that's kind of running throughout Unit 1 and the other units in Psychology, but we can see it early on here. The Area of Study has two key parts - the first covering the role of the brain, including different approaches over time and brain areas, and the second being brain plasticity and injury. There's a new focus on areas of contemporary research, exciting to have some very new stuff in here, including understanding of neurological disorders and chronic traumatic encephalopathy.

You can all have fun saying that one, which has had a lot of media coverage in recent years, particularly following cases and research of American NFL players, and now with the establishment of the Australian Sports Brain Bank. Once again, an example of that planning template being used to map the key science skills against the key knowledge. We can see here that their first key knowledge dot point is that different approaches over time to understand the role of the brain. I personally love this dot point. I think it's a great way to explore the weird and wonderful kind of development of our understanding of Psychology over time. And there's lots of links to the key science skills, including the methodologies and ethical concepts. I also introduced emerging technologies, including brain-to-brain interfacing and exoskeletons, so kind of looking at where have we come from and kind of where are we perhaps going to, and I think that will be a nice way also to now link to that new methodology of product development and really looking at solving real life problems.

As a logbook activity for that first piece of key knowledge there, I might have students look at some research that was carried out in 2018 at the University of Oxford, and they used brain scanning software to explore the claims of phrenology, so an interesting example of how, you know, we're using modern technology to refute non-scientific claims. For the dot point on the capacity of the brain to change, learning activities could include finding a brain training app and considering whether it's claims are scientific or non-scientific and a possible logbook activity could be for students to plan and conduct a correlational study, looking at their own amount of study and average grades for subjects, it could be quite enlightening for some of them.

Once again, we've got the scientific investigation methodologies here, and some examples. One that I'll point out is the modelling example, which is probably quite similar to things that you might have done in the past, so making a brain hat or a brain model, you could use plasticine or another kind of modelling material, labelling the external features and sections of the brain and perhaps also considering the limitations of the model, and then working in groups to produce plans for an adaptation to show vertical or horizontal cross sections of the brain, so kind of taking that activity another step further.

The simulation activity is quite a cool one here, looking at acquired brain injuries, and the effectiveness of different head protections by comparing boiled eggs that don't have any protection, and those that have had different types of protection, such as wool or foil or things like that. And using that as a basis to discuss the importance perhaps of different types of head technology in protecting people from brain injuries, particularly in sport contexts. Leading into that, acquired brain injuries is one of the new dot points here. We've got some classification activities here, investigating a case study, such as Bruce Willis, and a debate on whether boxing should be banned due to the risk of brain injuries, and once again, in the box, highlighting that a range of cross-study specifications would be covered by these class activities.

As Erin said earlier, if you just do a range of different practical activities in the classroom, we will cover those Cross-study specifications. For example, with the debate, you have students evaluating texts, considering consequences, ethical concepts, and discussing and sharing ideas. Here we go again, chronic traumatic encephalopathy. There's some excellent media articles available that students could analyse in relation to research and findings, and ethics. There's also the Australian Sports Brain Bank, which aims to confirm the existence and evaluate the prevalence of CTE in Australian contact sports, and this information is made available to the public. And as we talked about just before, you could investigate the technology behind professional sports head protection, using that egg activity as a starting point. In terms of assessment possibilities, I mean, we can be very creative here in lots of ways, and also a reminder that you don't have to be covering every single key knowledge dot point in an assessment activity.

You can have a range of representative samples that you are using in an assessment task. You don't have to cover every dot point in every assessment. For example, here, the logbook of activities, some that we've just talked about, so a model of the brain, you could have students carry out a two-point discrimination test, looking at the sensitivity of different body parts in relation to the primary somatosensory cortex and using that egg activity for the importance of head protection. Literature review is a new assessment type and also one of the new study methodologies. For this one you could perhaps, prior to the assessment, provide students with summaries of three different research studies on a topic such as the effectiveness of brain training apps on brain plasticity, and then for the assessment, students could answer a series of questions to analyse each study in terms of the key science skills, but also the app's links to different brain areas. They can form a conclusion, and perhaps look at the real-life implications of the effectiveness or not of those particular apps.

**Erin Wilson** - Unit 1 Area of Study 3, as Carmen indicated earlier, the area of study question has changed, and the focus has changed for students in relation to satisfactory completion of the outcome and the way that we consider how we would deliver this outcome. Really the focus is on enabling students to be able to identify, analyse, and evaluate the evidence available to answer a research question related to contemporary Psychology, so I think what we're really trying to tie into is a focus on critical inquiry of contemporary psychological research. We want our students to be critical thinkers. We want them to probably be a little bit sceptic, hopefully, of some of the information that they're probably receiving on TikTok that's potentially supporting their self-diagnosis of a range of considerations or circumstances, disorders, that they might be doing. I think really what we are wanting them to do in this area of study is to understand that researchers in Psychology work to continually expand, refine, the ability to understand and describe human thoughts, feelings, behaviours.

So, Thea's kind of consideration of where have we come to from brain understanding, what did we used to think about the brain? What do we think about now? Where does this idea come from? Can it be tested empirically? These questions are in the area of study blurb that's in the study design, but I've just pulled them out to really sort of highlight the idea or the process or the thinking that we want students to go through when they're answering their research question. We do want them to think about the evidence of research question. Is the claim well justified? Is it subject to critique? Has it been peer reviewed? What type of scientific investigation methodology has been used to collect this evidence? How robust is the evidence? Is it weak, is it strong? What uncertainties still exist? And I think this is a really important thing for our students to engage with. And if we are thinking about PISA in science, a student's scientific understanding, or even just our experiences of the last 2 1/2 years with the pandemic, as new research and evidence becomes available, we can update our perspectives, our arguments, our conclusions and our claims.

So, it's really useful, I think, and important for students to understand, well, what uncertainties still exist? Where am I clear in this understanding? What things do potentially need to be explored? And also have there been cultural biases impacting on research design, data collection, and interpretation. Psychology is in a bit of a replication reproducibility crisis. We know that the reproduction of previous research with different population groups has led to the accuracy of published findings and external validity of research being questioned. We also know that historically Psychology, psychological research has been conducted in using samples of what we call to be WEIRD society. So Western educated, industrialised, rich, and democratic, so that can also impact on what we think about the external validity of investigations.

So, what we're wanting students to do is, you know, things for you to think about when you're preparing for Area of Study 3 is we haven't provided that broad list of questions anymore for students to consider or engage with. What we're really wanting the questions that students ask or come up with is that they arise from the learning activities that they engage with throughout Unit 1 Area of Study 1 and Area of Study 2. Possible learning activities may include students engaging with media texts and when we're talking about media texts, we're not just talking about printed articles, we're talking about podcasts, or we're talking about infographics or Twitter feeds or any of those media types can produce media texts. It could be an expert's published point of view, written, multimodal, or oral. It can be a personal experience. It could be a TED talk. I think it can also be an address perhaps like at the National Press Club.

Em Rusciano just presented about her experiences around neurodiversity, that could be a prompt for your students to think about an area of study, a YouTube presentation. It can be a report from a community programme. And I think that this is a really important thing to consider, that it doesn't have to be a published scientific article, because sometimes the contexts of what we're experiencing or the type of cultural groups that we are engaging with, published scientific journal articles are not the most appropriate way that information will be conveyed or shared. When we're talking about contemporary, we are talking about the prompt and stimulus material that you are engaging students with to consider the questions that they're going to develop has been published within the last 12 months. This helps support you with authentication of student work because you're not using something that previous students or cohorts at another school or students within the same school have engaged with, but you can certainly compare that to previous psychological research, to consider the accuracy and validity of selected research.

As we've mentioned earlier, students can keep a section of their logbook scientific for listing topics covered in class that interest them, write down those questions they might like to investigate further. Thea I really liked the idea of students writing down the questions they have at the beginning, and then answering them, and what else? You could allocate time once a week or once a fortnight and then you can use, you can use these to come up with selecting a topic in relation to Unit 1 Area of Study 3. You can consider the skills and confidence of your cohort, there's a whole wide range of ways that you could scaffold students to be able to engage and complete Area of Study 3. You may scaffold them to identify and analyse and evaluate the evidence, or you may assess them on their ability to do this. There's certainly opportunity to have a structured, guided, coupled, or open inquiry.

More information is provided in the Support materials, under the Planning section in relation to the different types of inquiry and how that would look like. Students can again have this individual or collaborative scientific endeavour to identify and analyse the evidence available, but you should be assessing students individually on their evaluation and response to a selected research question. And if you are, just the last final thing, because I'm conscious of time, that I think we're almost smack bang on time, so that's good. Just really thinking about your student's literacy levels and engagement with media texts. Please certainly think about, are the media texts in an appropriate literacy or reading level for your cohort? Use infographics, there's some really great pages on, you know, I'm showing my age because I like Facebook and Instagram more than TikTok and Snapchat, but anyway, the students would laugh at me when I say that, but Instagram, there's a great page called Unbiased Science and they have a podcast as well, and they often debunk and refute scientific and psychological perspectives. Ask then, you know, do I need to edit the media texts?

Will I give my students the whole media text prior to a task? Will I provide them with media texts, stimulus materials in preparation for Area of Study 3? I think there's a part that I would probably want, even if I didn't provide my students with a range of stimulus material, to engage them with Unit 1 Area of Study 3, I'd want to see their capacity to be able to critically evaluate them and perhaps find some more supporting evidence, so these are the kind of things that I think you need to think about.

And also, what further materials will I need to support the media texts as part of a task, and this can relate to any task in Unit 1 Area of Study 1, Area of Study 2, or Outcome 3. You might want to give them a glossary of specific words if the texts will not be provided to students prior to the task for them to analyse and annotate, you might want to give them copies of prior research that's undertaken that links to the text that you've selected, or you might also want to provide them with a video or audio explanations as well. So, we've come to the end of the webinar, thank you for sticking with us on a Thursday at the end of term three. I think we're all probably very glad to be getting towards the end of the year, but it's been a successful one so far.

I just would really like to thank Thea and Carmen for supporting me to present today, I think that you've been able to provide a really useful insight into some of the planning considerations that you have already considered for next year, and I'll just give you a moment to pop any questions in the chat that you might have outstanding, and then I'll see what those are, and then provided that we are, answered them. I'll just remind you that we will send out a notification to you once the recordings are available on the VCAA Psychology Study page. And just please, if you haven't yet signed up to the VCAA /bulletin or are regularly checking the Notice to schools to please do that, because that is the number one way that we notify you, and we will be adding some more webinars later in the year in term four, but also in term one next year.

Okay, so we've got a question here that says, "two classes within the same school can have different assessment tasks?" Certainly, at Unit 1 and 2, because you're assessing against satisfactory completion of the outcome, you can give a wide variety of assessment tasks. If you are thinking about levels of achievement, then they should be comparable. So, you can, just like we do, we write different exams for each year for the study design, each of those assessment tasks or each of those examinations are comparable in terms of the areas of study that they're thinking about. So you do need to, if you're going to give students a choice of assessment task, and it doesn't need to necessarily be in terms of different classes, but it can be within the one class, because you might have students that have special provisions that are going to present their work orally or multimodal rather than written, that the assessment criteria that you use to assess the students' work is the same. So, you're assessing them against the same assessment criteria, and I think that's where rubrics can become really useful in terms of providing scope of choice and comparability to then allow different assessment tasks to happen as well.

Okay, so we've got a question about what is the reasoning behind not allowing tests at assessment tasks? Really if we are thinking about Unit 1 and 2, it is a school-based decision as to terms of how you do assess students, so if you do want to provide them with a topic test as part of your assessment, you certainly can do that but what we want students to be able to do is not have that as the main kind of assessment task that's provided. Schools also at Unit 1 and 2 can elect to have an end of year examination, but that obviously is a school-based decision as well. What we're setting out in the study design is the minimum requirements in terms of assessment, to make sure that those assessment principles are being met. We want a wide variety of opportunities for students to be able to demonstrate the key science skills and the key knowledge, And that needs to be a variety of assessment tasks as well too.

I've got a question about staged implementation. Staged implementation occurs when there's a significant change between Unit 1, Unit 2, Unit 3, and Unit 4, and students who would do Unit 1 and 2 in one study design or Units 3 and 4 in the new study design would be disadvantaged because they're covering content twice. And so, with VCE Biology, Psychology, and Environmental Science, those study designs didn't have change between Unit 1 and 2 and Unit 3 and 4 in terms of content, so there wasn't that double up. So, you'll see that there's quite familiarity in terms of the key knowledge and key science skills for Unit 1 and 2, and there hasn't been that shift between Units 3 and 4. And that's just a standard VRQA expectation that really, in most circumstances, the expectation, or the typical implementation, is Units 1 to 4 in the one year. The sciences were, I guess, somewhat unusual in the last study designs whereas if you look at all the other majority of study designs over the implementation and revision cycles, that that's why they're usually implemented in Units 1 to 4. I think that's it.

All right, thank you so much, everyone. Please be in touch if you need to. If you've got specific questions relating to VCE psychology, you can contact me, email is best. And if I don't reply, just in a couple of days, please send me a follow up email. Sometimes they go into, the spam filter is very, particularly, if you're not using a school email, the spam filter is very strong, or it can end up somewhere else so just send me a follow up one. Whereas if you've got more specific general VCE questions to please contact the VCE Curriculum Unit on that email address there as well. Thank you.

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