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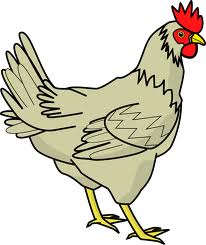
**Stage 2 Psychology**

**Skills and Application Task**

**Learning**

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***In Groups students are required to report on a training exercise in which students train a chicken using the method of ‘clicker training’.***



*The purpose of this skills and application task is to give students the opportunity to demonstrate:*

1. The ability to analyse the behaviour of individuals and groups of people in different contexts and apply psychological concepts and evidence from investigations to new and familiar contexts.
2. Skills in individual work and teamwork.
3. Knowledge and understanding of psychological concepts and ethical considerations and apply appropriate psychological terms.

**The report can be a photographic/written report (1000 words) or a multimedia presentation (5 minutes).**

**Students will answer the following questions in the report:**

1. Discuss how application of the basic processes were utilised to train a chicken. Ensure to include the following:

* Classical and Operant conditioning
* Shaping
* Schedules of reinforcement
* Punishment, stimulus generalisation and discrimination, extinction
* Ethical issues in working with animals

1. Explain how knowledge of the basic processes and person level of understanding assist us in understanding human learning and behaviour. To complete this part of the report students will:

* Choose a habit or behaviour they wish to change.
* Design a behaviour modification program or a program of systematic desensitisation.

Use these steps to assist you:-

* Select a goal
* Determine the behaviours you need to reinforce/desensitise
* Choose rewarding reinforcers
* Determine the schedule

**Due Dates:  *Term 2***

***1st draft Report Tuesday Week 6***

***Final draft Tuesday Week 7***

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The following Highlights the Learning Requirements and Assessment Design Criteria of this Investigation.

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| ***Learning Requirements*** | ***Assessment Design Criteria*** | ***Capabilities*** |
| 1. Explain the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups of people 2. Analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence 3. Demonstrate an understanding of ethical research by undertaking and evaluating guided investigations 4. Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and by presenting particular points of view, giving examples of the thinking and reasoning behind them 5. Demonstrate organisation and critical reflection in the application of psychological principles, taking into account ethical considerations 6. Search for, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in a range of contexts 7. Undertake a variety of roles while working as a member of a team to achieve individual and shared goals | Investigation  The specific features are as follows:  I1 Development of psychology investigation proposals.  I2 Critical selection and acknowledgment of information about psychology and issues in psychology from different sources.  I3 Understanding and use of ethical research practices.  I4 The obtaining, recording, and display of findings of investigations, using appropriate conventions and formats.  Analysis and Evaluation  The specific features are as follows:  AE1 Analysis of the behaviour of individuals and groups of people in different contexts.  AE2 Evaluation of procedures, with suggestions for improvement.  AE3 Analysis and evaluation of psychological evidence to formulate relevant conclusions.  Application  The specific features are as follows:  A1 Application of psychological concepts and evidence from investigations to new and familiar contexts.  A2 Application of appropriate psychological terms.  A3 Demonstration of skills in individual work and teamwork.  Knowledge and Understanding  The specific features are as follows:  KU1 Demonstration of knowledge and understanding of psychological concepts and ethical considerations.  KU2 Use of knowledge of psychology to understand and explain behaviours.  KU3 Communication of knowledge and understanding of psychology in different contexts, using different formats. | Communication  Citizenship  Personal Development  Work  Learning |

|  | Investigation | Analysis and Evaluation | Application | Knowledge and Understanding |
| --- | --- | --- | --- | --- |
| A | Develops logical, coherent, and detailed psychology investigation proposals.  Critically and logically selects and consistently and appropriately acknowledges information about psychology and issues in psychology from a range of sources.  Clearly understands and consistently uses well-organised, ethical research practices.  Obtains, records, and displays findings of investigations, using appropriate conventions and formats accurately and highly effectively. | Uses perceptive and thorough analytical skills to examine the behaviour of individuals and groups of people in different contexts.  Logically evaluates procedures and suggests a range of appropriate improvements.  Systematically analyses and evaluates psychological evidence to formulate logical and highly relevant conclusions. | Applies psychological concepts and evidence from investigations to suggest solutions to complex problems in new and familiar contexts.  Uses appropriate psychological terms highly effectively.  Demonstrates initiative in applying constructive and focused approaches to individual and collaborative work. | Consistently demonstrates a deep and broad knowledge and understanding of a range of psychological concepts and ethical considerations.  Uses knowledge of psychology perceptively and logically to understand and explain behaviours.  Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and highly effectively. |
| B | Develops well-considered and clear psychology investigation proposals.  Logically selects and appropriately acknowledges information about psychology and issues in psychology from different sources.  Understands and consistently uses ethical research practices.  Obtains, records, and displays findings of investigations, using appropriate conventions and formats mostly accurately and effectively. | Uses clear and well-organised analytical skills to examine the behaviour of individuals and groups of people in different contexts.  Evaluates procedures and suggests some appropriate improvements.  Uses mostly logical analysis and evaluation of psychological evidence to formulate consistent and relevant conclusions. | Applies psychological concepts and evidence from investigations to suggest solutions to problems in new and familiar contexts.  Uses appropriate psychological terms effectively.  Applies mostly constructive and focused approaches to individual and collaborative work. | Demonstrates some depth and breadth of knowledge and understanding of a range of psychological concepts and ethical considerations.  Uses knowledge of psychology logically to understand and explain behaviours.  Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and effectively. |
| C | Develops considered and generally clear psychology investigation proposals.  Selects with some focus, and mostly appropriately acknowledges, information about psychology and issues in psychology from different sources.  Generally understands and uses ethical research practices.  Obtains, records, and displays findings of investigations, using generally appropriate conventions and formats with some errors but generally accurately and effectively. | Uses generally organised analytical skills to examine the behaviour of individuals and groups of people in different contexts.  Evaluates some procedures in psychology and suggests some improvements that are generally appropriate.  Analyses and evaluates psychological evidence to formulate simple and generally relevant conclusions. | Applies psychological concepts and evidence from investigations to suggest some solutions to basic problems in new or familiar contexts.  Uses generally appropriate psychological terms, with some general effectiveness.  Applies generally constructive approaches to individual and collaborative work. | Demonstrates knowledge and understanding of a general range of psychological concepts and ethical considerations.  Uses knowledge of psychology with some logic to understand and explain behaviours.  Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts, with some general effectiveness. |
| D | Prepares the outline of a psychology investigation proposal.  Selects and may partly acknowledge one or more sources of information about psychology or an issue in psychology.  Identifies and attempts to use some ethical research practices.  Obtains, records, and displays findings of investigations, using conventions and formats inconsistently, with occasional accuracy and effectiveness. | Describes basic behaviour of individuals and groups of people in different contexts.  For some procedures, identifies improvements that may be made.  Attempts to extract meaning from psychological evidence and to formulate a simple conclusion that may be relevant. | Applies some evidence to describe some basic problems and identify one or more simple solutions, in familiar contexts.  Attempts to use some psychological terms that may be appropriate.  Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work. | Demonstrates some basic knowledge and partial understanding of psychological concepts and ethical considerations.  Identifies and explains some psychological information that is relevant to understanding and explaining behaviours.  Communicates basic information about psychology to others, using one or more formats. |
| E | Identifies a simple psychology investigation proposal.  Identifies a source of information about psychology or an issue in psychology.  Pays limited attention to ethical research practices.  Attempts to record and display some descriptive information about an investigation, with limited accuracy or effectiveness. | Acknowledges that individuals and groups of people may behave differently in different contexts.  Acknowledges the need for improvements in one or more procedures.  Attempts to organise some limited evidence. | Identifies a basic problem and attempts to identify a solution in a familiar context.  Uses some psychological terms.  Shows emerging skills in individual and collaborative work. | Demonstrates some limited recognition and awareness of psychological concepts and ethical considerations.  Shows an emerging understanding that some psychological information is relevant to explaining behaviours.  Attempts to communicate information about psychology. |