

**Performance Standards for Stage 1 Psychology 2013  
Experimental Research Designs Task**

	A	B	C	D	E
<b>Investigation 1</b>	Develops logical, coherent, and detailed psychology investigation proposals.	Develops well-considered and clear psychology investigation proposals.	Develops considered and generally clear psychology investigation proposals.	Prepares the outline of a psychology investigation proposal.	Identifies a simple psychology investigation proposal.
<b>2</b>	Critically and logically selects and consistently and appropriately acknowledges information about psychology and issues in psychology from a range of sources.	Logically selects and appropriately acknowledges information about psychology and issues in psychology from different sources.	Selects with some focus, and mostly appropriately acknowledges, information about psychology and issues in psychology from different sources.	Selects and may partly acknowledge one or more sources of information about psychology or an issue in psychology.	Identifies a source of information about psychology or an issue in psychology.
<b>3</b>	Clearly understands and consistently uses well-organised, ethical research practices.	Understands and consistently uses ethical research practices.	Generally understands and uses ethical research practices.	Identifies and attempts to use some ethical research practices.	Pays limited attention to ethical research practices.
<b>4</b>	Obtains, records, and displays findings of investigations using appropriate conventions and formats accurately and highly effectively.	Obtains, records, and displays findings of investigations using appropriate conventions and formats mostly accurately and effectively.	Obtains, records, and displays findings of investigations using generally appropriate conventions and formats with some errors but generally accurately and effectively.	Obtains, records, and displays findings of investigations using conventions and formats inconsistently, with occasional accuracy and effectiveness.	Attempts to record and display some descriptive information about an investigation, with limited accuracy or effectiveness
<b>Analysis and Evaluation 1</b>	Uses perceptive and thorough analytical skills to examine the behaviour of individuals and groups of people in different contexts.	Uses clear and well-organised analytical skills to examine the behaviour of individuals and groups of people in different contexts.	Uses generally organised analytical skills to examine the behaviour of individuals and groups of people in different contexts.	Describes basic behaviour of individuals and groups of people in different contexts.	Acknowledges that individuals and groups of people may behave differently in different contexts.
<b>2</b>	Logically evaluates procedures and suggests a range of appropriate improvements.	Evaluates procedures and suggests some appropriate improvements.	Evaluates some procedures in psychology and suggests some improvements that are generally appropriate.	For some procedures, identifies improvements that may be made.	Acknowledges the need for improvements in one or more procedures.
<b>3</b>	Systematically analyses and evaluates psychological evidence to formulate logical and highly relevant conclusions.	Uses mostly logical analysis and evaluation of psychological evidence to formulate consistent and relevant conclusions.	Analyses and evaluates psychological evidence to formulate simple and generally relevant conclusions.	Attempts to extract meaning from psychological evidence and to formulate a simple conclusion that may be relevant.	Attempts to organise some limited evidence.
<b>Application 1</b>	Applies psychological concepts and evidence from investigations to suggest solutions to complex problems in new and familiar contexts.	Applies psychological concepts and evidence from investigations to suggest solutions to problems in new and familiar contexts.	Applies psychological concepts and evidence from investigations to suggest some solutions to basic problems in new or familiar contexts.	Applies some evidence to describe some basic problems and identify one or more simple solutions, in familiar contexts.	Identifies a basic problem and attempts to identify a solution in a familiar context.
<b>2</b>	Uses appropriate psychological terms highly effectively.	Uses appropriate psychological terms effectively.	Uses generally appropriate psychological terms with some general effectiveness.	Attempts to use some psychological terms that may be appropriate.	Uses some psychological terms.
<b>3</b>	Demonstrates initiative in applying constructive and focused approaches to individual and collaborative work.	Applies mostly constructive and focused approaches to individual and collaborative work.	Applies generally constructive approaches to individual and collaborative work.	Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work.	Shows emerging skills in individual and collaborative work.
<b>Knowledge and Understanding 1</b>	Consistently demonstrates a deep and broad knowledge and understanding of a range of psychological concepts and ethical considerations.	Demonstrates some depth and breadth of knowledge and understanding of a range of psychological concepts and ethical considerations.	Demonstrates knowledge and understanding of a general range of psychological concepts and ethical considerations.	Demonstrates some basic knowledge and partial understanding of psychological concepts and ethical considerations.	Demonstrates some limited recognition and awareness of psychological concepts and ethical considerations.
<b>2</b>	Uses knowledge of psychology perceptively and logically to understand and explain behaviours.	Uses knowledge of psychology logically to understand and explain behaviours.	Uses knowledge of psychology with some logic to understand and explain behaviours.	Identifies and explains some psychological information that is relevant to understanding and explaining behaviours.	Shows an emerging understanding that some psychological information is relevant to explaining behaviours.
<b>3</b>	Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and highly effectively.	Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and effectively.	Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts with some general effectiveness.	Communicates basic information about psychology to others using one or more formats.	Attempts to communicate information about psychology.