Psychology – Option 8 sample assessment package: combined rubric

**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

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| Holistic marking | Grade | Needs: PSY5-1, PSY5-2 | Strategies: PSY5-1, PSY5-2, PSY5-6 | Evidence: PSY5-2, PSY5-6 | Discipline appropriate terminology: PSY5-8 | Communication style: PSY5-8 |
| Explains specific strategies for motivating the team. The strategies are tailored to the team's strengths and weaknesses and take into account individual differences.  Provides detailed explanations of how psychological theories support the proposed strategies using a wide range of psychological vocabulary.  Interprets evidence from the team that supports the proposed strategies, using causal phrases to show the relationship between the evidence and the proposed strategies.  Presents a logical sequence of ideas with consistent use of connectives or connective phrases to contrast, compare, conclude or sequence ideas. | **A** | Identifies a range of connected needs using the team’s strengths or weaknesses and takes into account individual differences. | Explains a strategy and how it will motivate the team. Plans to address strengths/limitations of the approach. Strategies may address multiple needs at once. | Interprets evidence from the team’s context and traits that supports the proposed strategies. | Language used in the study of psychology is used appropriately in context throughout each of the proposal points. Uses causal phrases to show the relationship between the evidence and the proposed strategies. | Develops a logical structure. Sequences ideas to build strong credibility throughout the proposal. Uses connectives or connective phrases to contrast, compare, conclude, or sequence ideas. Uses the accurate stylistic features and grammar for a proposal. |
| Explains strategies for motivating the team. The strategies are tailored to the team’s strengths or weaknesses and take into account individual differences.  Provides an explanation of how psychological theories support the proposed strategies using psychological vocabulary.  Explains evidence from the team that supports the proposed strategies, using causal phrases to show the relationship between the evidence and the proposed strategies.  Presents ideas with a structured proposal and effective use of connectives to contrast, compare, conclude or sequence ideas. | **B** | Identifies needs based on the team’s strengths or weaknesses and takes into account individual differences. | Explains strategies and provides links to how they will motivate the team. Acknowledges the strengths and limitations. | Explains evidence from the team’s context and traits that supports the proposed strategies. | Language used in the study of psychology is used most of the proposal. Uses causal phrases to show the relationship between the evidence and the proposed strategies. | Creates a logical structure to make an argument. Uses connectives to contrast, compare, conclude, or sequence ideas. Uses the stylistic features and grammar for a proposal. |
| Explains strategies for motivating the team.  Provides reference to psychological theories using psychological vocabulary.  Explains evidence from the team related to the proposed strategies.  Presents ideas with the use of connectives to connect ideas together. | **C** | Identifies the needs of team members based on data. | Describes a strategy and provides a link to how it will motivate a member of the team. | Explains evidence from the team’s context and traits related to the proposed strategy. | Uses reference to psychological theories using psychological vocabulary. | Communicates about the topic and structures sustained ideas. Uses connectives or connective phrases to link ideas together. Uses some features of a proposal. |
| Describes a strategy to motivate the team.  Provides reference to psychological theories with a term related to the study of psychology.  Describes evidence from the team related to the proposed strategy. | **D** | Identifies a need of the team based on the data. | Describes a strategy to motivate the team. | Describes evidence from the team’s context or traits related to the proposed strategy. | Uses a term associated with the study of psychology to show understanding of a theory. | Communicates about the topic and provides a structure by grouping ideas. |
| Identifies a strategy to motivate the team.  Uses a term related to the study of psychology.  Identifies evidence from the team. | **E** | Refers to a piece of data about the team. | Identifies a strategy to motivate the team. | Identifies evidence from the team’s context or traits. | Uses a term associated with the study of psychology. | Communicates about the topic. |

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