Psychology

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	BHP315116
COURSE SPAN	2016 — 2024
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	YES

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Psychology, as the scientific study of behaviour in humans, has undergone a rapid expansion in knowledge, particularly in the sub-fields of neuroscience and cognition, fuelled by the emergence of new interdisciplinary approaches, advances in imaging technologies and a broader public interest in applications of psychology

In Psychology Level 3 learners explore complex human behaviours and thought processes. They are given the opportunity to apply psychological principles to real life situations. Psychology provides them with a sophisticated framework for understanding the complex interactions between the biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. The study assists learners to develop effective language skills for communication, and numeracy skills for research, data analysis and other applications. In addition, they develop a range of broader skills including those of problem solving, critical evaluation and the application of processes of scientific inquiry. Learners are better able to assess psychological challenges that arise in their own environment and across their own lifespan, particularly in relation to personal development, good health, mental wellbeing, social interaction, communication and lifelong learning. The study of Psychology can lead to opportunities in a range of careers and tertiary study.

Course Description

Psychology Level 3 provides an understanding of human behaviour and experiences of the individual. In doing so, learners develop a familiarity with central concepts as used by psychologists, and their application for understanding behaviour.

Through studying the individual differences, psychobiological processes, human learning and remembering learners develop an understanding of the basic concepts and techniques of psychology and the relationship between thoughts, feelings and behaviour, and how these are underpinned by environmental and biological factors. Learners apply enquiry skills of psychology to real-life situations.

Learners explore the meaning of scientific method in psychology and undertake research experiments to understand the methodology and practice of psychology, especially interpreting research findings and communicating their evidence-based conclusions. Their skills are then applied to the completion of an externally assessed Investigative Project.

Rationale

Psychology, as the scientific study of behaviour in humans, has undergone a rapid expansion in knowledge, particularly in the sub-fields of neuroscience and cognition, fuelled by the emergence of new interdisciplinary approaches, advances in imaging technologies and a broader public interest in applications of psychology.

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Aims

Through the study of Psychology Level 3 learners will develop:

- *Psychological knowledge*: Learners describe and use terms, concepts, and ideas and assess theories as they interpret human behaviour as an outcome of influences and interactions
- *Psychological reasoning*: Learners apply appropriate theories and mathematical and statistical techniques to interpret empirical evidence and information from a variety of sources
- *Psychological analysis*: Learners examine evidence and the forces that influence behaviour to form conclusions about human behaviour and social relations and draw evidence-based conclusions
- *Psychological communication*: Learners select and use psychological terms and language conventions to convey meaning to interested parties
- *Psychological inquiry skills*: Learners develop skills in the scientific method of social inquiry as they apply the skills to the investigation of the human mind and behaviours associated with particular stages of development over a lifespan.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. analyse theories about gender, intelligence or personality, and compare different methodologies used in their measurement
2. analyse psychological perspectives about psychobiological processes
3. analyse different theories of learning and their applications
4. analyse different theories that explain processes involved in storing information in memory and factors that affect its retention, retrieval, forgetting and to analyse the effectiveness of techniques for improving and manipulating memory
5. apply relevant psychological terms, concepts and theories and inquiry skills to investigate a psychological issue
6. use scientific research methods applicable to psychology to ethically collect and interpret empirical evidence (research data)
7. analyse quantitative and qualitative data, information, ideas, theories and the relationships between them to draw conclusions and support points of view
8. communicate psychological ideas, information, opinions, arguments and conclusions.

Pathways

Introduction to Sociology and Psychology Level 2 serves as a pathway to Psychology Level 3.

Psychology Level 3 also acts as a pathway to further education, training and employment for careers in which an understanding of human behaviour is a key element. These include careers in working with children, adults, families and communities in a variety of contexts such as academic and research institutions, human resource management, and government, corporate and private enterprises. Fields of applied psychology include educational, forensic, health and sport psychology. Specialist fields include counselling, neuropsychology, law enforcement and emergency support services in educational, institutional and industrial contexts.

Psychology Level 3 also establishes a base for tertiary study in the discipline of Psychology.

Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Delivery

- Module 1 may be integrated through the other modules. Modules 2–5 may be taught sequentially.
- Learners will complete an externally assessed Investigative Project. This will be introduced at a time determined by the teacher.
- Recommended percentage time spent on each module is specified in brackets.
- A Glossary of terms used in the standards and throughout the below course document is provided in Appendix 1.

Course Content

OVERVIEW

Psychology Level 3 comprises five (5) **compulsory** areas of study:

Module	1	2	3	4	5
Module Titles	Research and Inquiry	Individual Differences	Psychobiological Processes	Human Learning	Remembering
Parts		**One (1)** of: A – Gender **or** B – Intelligence **or** C – Personality	**One (1)** of: A – Visual Perception **or** B – Consciousness		
Recommended time (%)	20	20	20	20	20

COURSE DETAILS

MODULE 1: RESEARCH AND INQUIRY (20%)

MODULE OVERVIEW

In this module learners are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. They explore the scope of psychology and how the understanding of human behaviour relies predominantly on current research. This is worked through the content of the other four (4) modules and forms the basis of the Investigative Project. Learners consider how psychologists seek empirical evidence based on scientific observation and how human behaviour is studied from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution that classical and contemporary studies have made to the development of different psychological theories that are used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

Learners assess research methodologies associated with classical and contemporary theories, studies and models; consider ethical issues associated with the conduct of research and the use of findings; and apply appropriate research methods when undertaking their own investigations.

KEY CONTENT

- Scientific method: defining a problem, reviewing the literature, proposing a hypothesis, choosing a research design, collecting the necessary data, analysing the results and drawing conclusions
- Experimental research: construction of hypotheses; identification of independent and dependent variables, experimental and control conditions, placebos – single-blind and double-blind studies
- Sampling procedures in the selection of subjects: random, opportunistic and stratified
- Techniques of qualitative and quantitative data collection: case studies, experimental method, observational studies, surveys, interviews and secondary sources
- Statistics: calculation of percentages and mean; construction of tables, bar charts, pie charts and line graphs; understanding of correlation coefficient, generalisation of findings to other populations (external validity)
- Ethical principles and professional conduct: the role of the experimenter; protection and security of data and participants' rights; confidentiality; voluntary participation; withdrawal rights; informed consent procedures; use of deception in research; debriefing; use of animals in research; role of ethics committees.

ETHICAL STUDY AND RESEARCH PRACTICE

Ethical considerations underpin the beliefs and values of a caring, compassionate society and are reflected in the social inquiry model. Learners develop the capacity to form and make ethical judgements in two ways. They learn about key psychological theories and the way in which the rights, integrity and propriety of people, who are subject to research, are held in high regard. They also explore and apply ethical guidelines when planning, conducting, processing and interpreting the outcomes of the research methodology.

As part of this course learners will be involved in activities that include experimental investigations using human subjects. Teachers and schools have a legal and moral responsibility to ensure that learners follow ethical principles at all times when undertaking such inquiries.

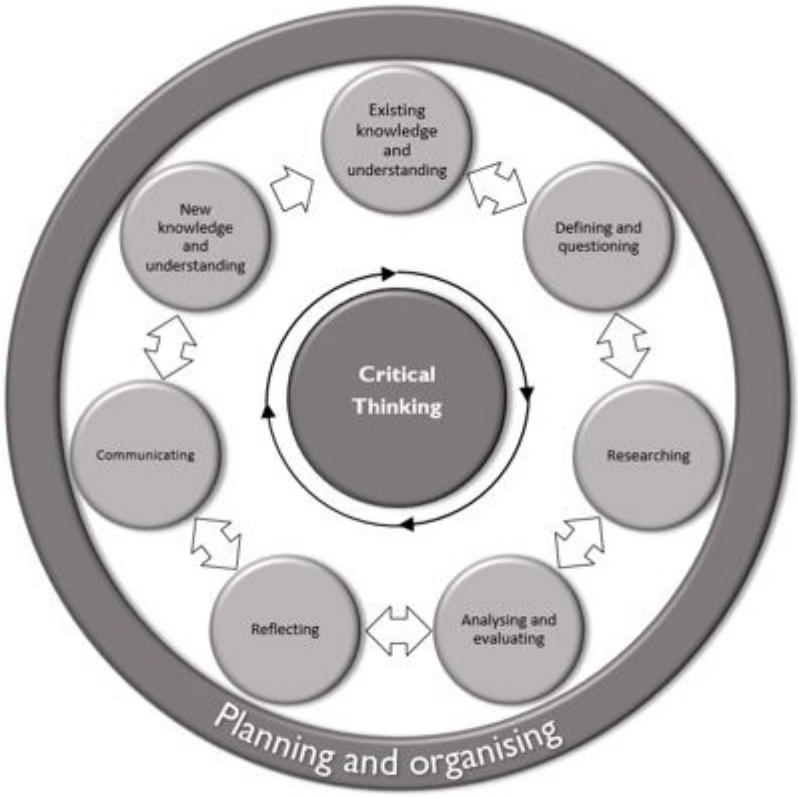
This course focuses on four (4) key ethical considerations:

- Voluntary participation
- Informed consent
- Privacy
- Confidentiality of data.

Further advice on sources of information about the principles for ethical study and research practice can be found in Appendix 2. A sample ethics consent form is available in the Supporting Documents below.

THE SOCIAL INQUIRY APPROACH

The social inquiry approach can be represented by the following diagram:



Source: The Department of Education (2015)

Social Inquiry Skills	
Skills	***Questions to be considered***
1. Planning and Organising	• What time frame am I working to? • What time, resources and equipment do I need? • What steps do I need to undertake? • What do I need to negotiate with my teacher?
2. Defining and Questioning	• What is my topic and is it manageable? • What are my research questions? • What do I need or want to know about it? • What do I already know about it?

	• What literature review do I need to do? • What hypothesis do I construct? • What are the parameters or design for the research?
3. Researching	• What research methodology should I use? • What primary and/or secondary resources can I use? • How do I know the information is valid and reliable? • What empirical evidence do I need to collect? • What techniques of quantitative and qualitative data collection do I employ? • What experimental research should I conduct? • What sampling procedures should I use? • Have I considered the ethical considerations required of me and my research? • What deficiencies are there in my research?
4. Analysing and Evaluating	• How is the information relevant to the question? • What other information do I need? • How should I record and summarise the research data? • What statistical processes should I perform? • What connections can I make between empirical evidence, psychological concepts and theories? • What parts support/do not support my hypothesis? • What possible reasons or conclusions can I propose? • What recommendations do I suggest and on what evidence?
5. Reflecting	• What solution have I found to my question(s), hypothesis or research method? • Do new questions or suggestions arise? • Am I being objective? • What else is important? • What recommendation would I make? • What have I learnt that can inform future learning?
6. Communicating	• What is my main point or result I need to report? • What is my audience and what format will I use? • What are my findings or conclusions? • What are my recommendations or implications? • What evidence do I have to support this? • How best should I display my quantitative date, e.g. tables, graphs, diagrams? • What terms, concepts and theories do I need to use? • Have I used these appropriately? • What are the requirements for academic integrity? See TASC's Authenticity and Academic Integrity: A Guide.

MODULE 2: INDIVIDUAL DIFFERENCES (20%)

MODULE OVERVIEW

One (1) of the following parts will be studied:

A. Gender
B. Intelligence
C. Personality.

What makes a person an individual? What makes a person a unique person? Why isn't everyone the same? What is gender and gender identity? What does being intelligent mean? Does everyone think in the same way?

Questions such as these prompt exploration of the attributes linked to gender and intelligence, and the traits associated with personality. One area is selected and learners investigate the interactive process between the environment and genetic potential.

Differences between individuals can also be ascribed to differences in gender, intelligence and personality, but conceptions of gender, intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can

be analysed in varied ways through different psychological perspectives informed by both classical and contemporary theories.

Learners explore scientific ways of describing, measuring and classifying gender, intelligence and personality. They assess classical and contemporary theories of gender, intelligence and personality that provide evidence in support of the biological, environmental and interactionist perspectives. They compare the research methods used in the development of these theories.

Learners study aspects of psychological research and may apply these to their own investigations. They consider associated ethical issues including the use of standardised psychological tests.

PART A – GENDER

KEY IDEA
There are different theories/perspectives (environment versus biology) of gender and different methodologies used in its analysis and evaluation.

KEY CONTENT

The concept of gender and factors that influence gender, including the interaction of genetic and environmental factors.

Concept of Gender – terms include sex, gender, gender stereotypes, gender roles, gender identity, androgyny, intersex condition, gender differences, biological differences, environmental differences, interactions.

Factors that influence Gender – the interaction of genetic and environmental factors.

Theories/perspectives of Gender influences (classical and contemporary approaches).

Genetic argument/biological influences

- Chromosomes
  (Examples to be studied will include)
  - Klinefelters Syndrome
  - The Batista Family (Imperto McGinley et al 1974)
- Hormones
  (Examples to be studied will include)
  - Money and Ehrhardt (1972): androgens and how prenatal hormones shape gender differences (e.g. CAH Condition)
  - AIS Females
- Brain difference/Cognitive ability
  (Examples to be studied will include)
  - Harasty (1999): how brain difference reflects verbal abilities of males and females
  - Kimura (1987): how differences in brain organisation are responsible for gender differences in verbal and spatial ability.

Environmental argument (social influences) – a range of the following may be covered

- Evolutionary Theory (Sociobiological Theory)
- Social Learning Theory – Bandura (1977)
- Social Role Theory – Eagly (1987)
- Cognitive Development theory – Kohlberg (1966, 1969)
- Gender Schema Theory – Bem (1981)
- Socio-cultural influences – Impact of Socialisation – Fagot (1978)
- Cultural Relativism - Mead.

Interactionist argument

The following will also be investigated throughout this module*:

- strengths and limitations of methodologies used to describe and classify gender
- research methods and ethics associated with investigations into gender.

**The dot points referred to will be integrated in Module 1: Research and Inquiry (Refer to Module Overview). They will be investigated as part of the IP process (when the topic rotation dictates Module 2, Individual Differences and if the topic 'Gender' has been selected for the IP by the learner).*

PART B – INTELLIGENCE

KEY IDEA
There are different theories (environment versus biology) of intelligence and different methodologies used in its measurement.

KEY CONTENT

The concept of intelligence and factors that influence intelligence, including the interaction of genetic and environmental factors.

Concept of Intelligence – terms include: intelligence; reaction range; intellectual potential; correlation; deprivation; enrichment; validity and reliability of testing; cultural bias; biological (genetic) influences; environmental influences; interaction.

Strengths and limitations of scientific methodologies used to measure intelligence, including:

- Intelligence factor Quotient (IQ)
- Stanford-Binet test
- Wechsler's Intelligence scales.

Classical and contemporary approaches to describing intelligence, including:

- Spearman (1904) 'g', 's' – 2 factor theory
- Howard Gardner's (1983) – theory of multiple intelligence
- Robert Sternberg's (1985) – triarchic theory of intelligence.

Factors that influence intelligence including

- interaction of genetic and environmental factors.
    - Bouchard and McGue's (1981) twin studies
    - Scarr & Weinberg (1983) – the Minnesota Adoption studies
    - Scarr and Weinberg (1978) – interaction and reaction range
    - Turkheimer (2003) – socioeconomic status and IQ
- environmental influences
    - Deprived and enriched environments
    - Flynn Effect.

The following will also be investigated throughout this module*:

- research methods and ethics associated with investigations into intelligence.

**The dot point referred to will be integrated in Module 1: Research and Inquiry (Refer to Module Overview). It will be investigated as part of the IP process (when the topic rotation dictates the Individual Differences module and if the topic 'Intelligence' has been selected for the IP by the learner).*

PART C – PERSONALITY

KEY IDEA
There are different theories (environment versus biology) of personality and different methodologies used in its measurement.

KEY CONTENT

The concept of personality, including characteristic patterns of thoughts, feelings and behaviours of an individual, and the influence of genetic and environment factors.

Concept of Personality – terms include: personality, characteristic patterns of thoughts, feelings and behaviours of an individual, self, validity and reliability of testing, hereditability, biological influences, environmental influences, interaction.

Strengths and limitations of scientific methodologies used to measure personality, including the use of personality and aptitude inventories in vocational selections and workplace settings

- Projective tests
- Myers-Briggs Type Indicator (MBTI).

Classical and contemporary approaches to describing personality, including factors that influence personality including heritability and the interaction of genetic and environmental factors.

- **Psychodynamic theory** – (heavily focuses on the biological causes of personality)
    - Sigmund Freud (1940)
    - Carl Jung (1933)
- **Humanist theories** – (focuses on the role of each person's conscious life experiences and choices in personality development)
    - Rogers (1980) – Person Centred theory
    - Maslow (1968)
- **Behaviourist Theories** – (based on the theories of learning and focuses on the effect on the environment on behaviour)
    - B.F. Skinner
- **Social cognitive theories** – (explains personality in terms of how a person thinks about and responds to one's social environment)
    - Bandura (1986)
    - Mischel (1973) – self and situational self
    - Rotter (1978) – Internal/external location
- **Trait theories** – (more concerned with the end result i.e. the characteristics not the process that causes personality. Although some trait theorists assume that traits are biologically determined others make no such assumption)
    - Allport (1936)
    - Cattell (1940) – 16 Personality Factor Model
    - Eysenck (1990) – PEN Model
    - Costa and McCrae (2004) – NEO-PI/Five Factor Model.

The following will also be investigated throughout this module*:

- research methods and ethics associated with investigations into personality.

**The dot point referred to will be integrated in Module 1: Research and Inquiry (Refer to Module Overview). This dot point will not be assessed in the external exam: it would be investigated as part of the IP (when the topic rotation dictates the Individual Differences module and if the topic 'Personality' has been selected for the IP by the learner).*

MODULE 3: PSYCHOBOIOLOGICAL PROCESSES (20%)

MODULE OVERVIEW

One (1) of the following parts will be studied:

A. Visual Perception
B. Consciousness.

An overview of 'Sensation' is required as it presents background information about the eye as a sensory organ and how the eye works. This content **is not** externally assessed.

SENSATION (BACKGROUND INFORMATION)

- Basics of how the eye works and anatomy
- Reception – the eye as a sensory organ
- Sensation functions as a data reduction system through the processes of attention, thresholds, feature detection and sensory adaption
- Colour vision
- The senses go beyond raw data.

PART A – VISUAL PERCEPTION

Learners investigate how visual perception allows the individual to make sense of the world. 'Perception' examines the organising and interpreting of sensations into meaningful patterns.

Learners explore how the brain actively selects, organises and integrates information and how this is influenced by the nature of the stimuli, principles of perceptual organisation and interpretation, and the individual's expectations. The latter are shown to be influenced by the individual's subjective experiences or perceptual set. Learners study how visual perception consists of two main processes; sensory processes and cognitive processes and how these processes interact to provide meaning.

KEY IDEA
Research has informed the different psychological perspectives that are used to explain visual perception.

KEY CONTENT

- Characteristics of the visual perceptual system and the visual processes involved in detecting and interpreting visual stimuli
    - reception
    - transduction
    - transmission
    - selection
    - organization
    - interpretation
- Concept of perceptual principles including sensation, perception, Gestalt Principles, visual constancies, distance and depth cues
- Top-down and bottom-up processes: major theories proposed by Gregory (1970) and Gibson (1966)
    - Hypothesis testing nature of perception
- Neisser (1976) analysis by synthesis model (interactionist theory)
- Application of psychological perspectives to explain visual perception:
    - subjective nature of perception
    - role of attention
    - the effect of psychological factors on perceptual set
        - context
        - culture
        - past experience
        - emotion
        - motivation
    - distortions of visual perceptions by illusions.

The following will also be investigated throughout this module*:

- research methods and ethics associated with the study of visual perception.

**The dot point referred to will be integrated in Module 1: Research and Inquiry (Refer to Module Overview). It will be investigated as part of the IP process (when the topic rotation dictates Module 3, Psychobiological Differences and if the topic Part A, Visual Perception has been selected for the IP topic by the learner).*

PART B – CONSCIOUSNESS

What is consciousness? How is normal waking consciousness (NWC) distinguished from altered states of consciousness (ASC)? What happens when we sleep?

This area of study focuses on the role of the functioning brain and the nervous system in relation to awareness of self, the environment and behaviour. Learners explore the relationships between consciousness and thoughts, feelings and behaviour by comparing the characteristics of normal waking consciousness with altered states of consciousness focusing primarily on sleep and dreaming.

Learners explore the contribution that classical and contemporary research has made to this area and how to interpret behaviours and states of mind from psychological perspectives. They consider the ethical principles associated with the techniques used to investigate brain function and to measure states of consciousness. Learners apply appropriate methods of psychological research and ethical principles to their own investigations.

KEY IDEA
It is important to be able to distinguish between normal waking consciousness (NWC) and altered states of consciousness (ASC)*.

**The external examination focuses only on the ASC of sleep. As negotiated with their provider, learners may investigate another form of ASC in their Investigative Project.*

KEY CONTENT

- Concepts of NWC, including consciousness, stream of consciousness, continuum of consciousness, and the ASC, including daydreaming and alcohol-induced alteration, in terms of levels of awareness, content limitations, controlled and automatic processes, perceptual and cognitive distortions, emotional awareness, self-control and time orientation
- Attention – selective and divided
- Sleep as an ASC
- Purpose of sleep

- Characteristics and patterns of the stages of sleep, including rapid eye movement (REM) and the non-rapid eye movement (NREM) stages
- Methods used to establish level of alertness in NWC and within the stages of sleep:
    - measurement of physiological responses including electroencephalograph (EEG), electromyograph (EMG), electro-oculargraph (EOG), heart rate, body temperature and galvanic skin response (GSR)
    - the use of sleep laboratories, video monitoring and self-reports
- The effects of total and partial sleep deprivation:
    - loss of REM and NREM sleep
    - sleep recovery patterns including amount of sleep required, REM rebound and microsleeps
    - sleep-wake cycle shifts during adolescence compared with child and adult sleep including delayed onset of sleep and need for sleep
- Comparisons of the theories of sleep and dreaming:
    - sleep
        - restoration (repair)
        - survival (adaptive/evolutionary)
    - dreams
        - wish-fulfilment (Freud) – psychodynamic view
        - activation-synthesis (Hobson & McCarley (1977)) – biological view
        - problem-solving – extensions of waking life (Cartwright (1977)) – cognitive view
        - reverse learning (Crick and Mitchison 1983).

The following will also be investigated throughout this module*:

- research methods and ethics associated with NWC and ASC.

**The dot point referred to will be integrated in Module 1: Research and Inquiry (Refer to Module Overview). This dot point will not be assessed in the external exam: it would be investigated as part of the IP (when the topic rotation dictates Module 3, Psychobiological Processes and if the topic Part B, Consciousness has been selected for the IP topic by the learner).*

MODULE 4: HUMAN LEARNING (20%)

MODULE OVERVIEW

How do we learn? How important are role models in shaping behaviour? How can humans' behaviour be modified?

This module explores the characteristics of learning as a process that plays a part in determining behaviour. Learners examine different types of learning: classical conditioning, operant conditioning, observational learning and social cognitive learning.

Behaviours not dependent on learning, including reflex actions, fixed action patterns and behaviours due to physical growth and development (maturation) are also explored.

As learners assess the contribution that classical and contemporary studies have made, they consider the techniques used to gather data and associated ethical implications. They apply appropriate methods of psychological research and ethical principles when undertaking their own research investigations.

KEY IDEA
There are a number of different theories that are applied to explain human learning.

KEY CONTENT

Conditioning Theories:

- Classical conditioning learning theory:
    - classical conditioning as informed by Ivan Pavlov: roles of neutral, unconditioned, conditioned stimuli; unconditioned and conditioned responses; generalisation, discrimination, extinction
    - human applications of classical conditioning: emotional conditioning responses (as informed by Watson & Raynor), acquisition of phobias, one trial learning, graduated exposure, systematic desensitisation, aversion therapy, flooding
- Operant conditioning learning theory: trial-and-error learning
    - three-phase model of operant conditioning as informed by B F Skinner: positive and negative reinforcement, response cost, punishment and schedules of reinforcement, primary and secondary reinforcement
    - human application of operant conditioning: shaping, token economies, learned helplessness (Seligman 1972), Two-factor learning (Hobart-Mowrer 1947).

Comparisons of classical and operant conditioning in terms of the processes of acquisition, extinction, stimulus generalisation, stimulus discrimination, spontaneous recovery, role of learner, timing of stimulus and response, and nature of response (reflexive/voluntary).

Social Cognitive Theories:

- Observational learning
    - Observational learning (modelling) – processes in terms of the role of attention, retention, reproduction, motivation, reinforcement as informed by Albert Bandura's (1977) social learning theory
    - Indirect learning through observation, vicarious classical and operant conditioning, consequences (rewards and punishments), vicarious reinforcement and cognitive processes; types of models, characteristics of model
- Cognitive learning
    - Cognitive learning including classical, operant, observational and cognitive forms. The role of cognitive processes in learning – learning sets, transfer of learning (positive and negative), insight learning, latent learning and cognitive maps, problem solving as an application of cognitive learning (Maier, 1931). Learning versus performance.

The following will also be investigated throughout this module*:

- research methodologies and ethical principles associated with the study of learning.

**The dot point referred to will be integrated in Module 1: Research and Inquiry (Refer to Module Overview). It will be investigated as part of the IP process (when the topic rotation dictates Module 4, Human Learning).*

MODULE 5: REMEMBERING (20%)

MODULE OVERVIEW

Why do we remember some things and forget others? How are memories formed? Can memory be improved? These questions highlight the characteristics of memory as a cognitive process.

Memory is essential to identity because it connects past experiences to the present and shapes the future by enabling humans to adapt to daily changes in their environment. Learners investigate the retention of experiences and learning as memory and the factors that affect retention and recall of information. They study the processes involved in storing information in memory to explain the complexity of memory, factors that affect memory and its decline with age, and the cause of forgetfulness. Learners examine models that explain processes and types of memory, consider how to measure retention of memory and investigate techniques for improving and manipulating memory.

As they examine the contribution that classical and contemporary studies have made to this area, learners consider the techniques used to gather data and associated ethical implications. They apply appropriate methods of psychological research and ethical principles when undertaking their own research investigations related to memory.

KEY IDEA
There are a number of theories that explain the processes involved in storing information in memory as well as factors that affect its retention. The effectiveness of techniques for improving and manipulating memory are also examined.

KEY CONTENT

MEMORY

Memory and information processing:

- encoding, storage and retrieval of information
- encoding information through selective attention
- storage of information in the sensory memory, short-term and long-term memory.

Models for explaining human memory:

- Atkinson & Shiffrin's (1968) multi-store model stores information in three (3) separate but linked stages – sensory memory, short-term (working memory) and long-term memory
- Baddeley and Hitch's (1974) model of working memory – central executive, phonological loop, visuo-spatial sketchpad, episodic buffer (2000)
- levels of processing as informed by Craik and Lockhart (1972); Craik and Tulving (1975)

Concepts explaining memory organization and processing:

- organisation of long-term memory including:
    - declarative (episodic and semantic) and procedural memory
    - semantic network theory (Collins and Quillian 1969)
    - consolidation theory
    - rehearsal – elaborative and maintenance
    - effect of misleading questions on eye-witness testimonies including the reconstructive nature of memory informed by the work of Loftus (1974)
    - false memory, confabulation (Bartlett 1932).

FORGETTING

- forgetting curve (Ebbinghaus 1885)
- forgetting theories

Psychological explanations of forgetting:

- non-organic
    - failure to encode
    - retrieval failure: (tip of the tongue phenomenon) cue dependent and state/context dependent forgetting
    - interference theory: retroactive and proactive
    - motivated forgetting (repression and suppression)
    - decay theory

Physiological explanations of forgetting:

- organic
    - memory decline over the lifespan
    - amnesia (retrograde and anterograde)
    - Examples such as Alzheimer's disease, Korsakoff's syndrome.

Concepts of forgetting include:

- serial position effect
- pseudo forgetting
- failure to encode

Various techniques for improving recall:

- attention to material
- elaboration
- organisation
- consolidation
- mnemonic devices including acronyms, acrostics, narrative chaining, method of loci and peg word method.

The following will also be investigated throughout this module:

- research methodologies and ethical principles associated with the study of memory.

**The dot point referred to will be integrated in Module 1: Research and Inquiry (Refer to Module Overview page 5). This dot point will not be assessed in the external exam: it would be investigated as part of the IP (when the topic rotation dictates Module 5, Remembering).*

Work Requirements

The Investigation Project (IP) complements the knowledge and understanding of psychology that learners have acquired from study in Modules 2–5. Research methods form the basis of the IP. This research project gives learners the opportunity to choose a topic from the module identified by the Office of Tasmanian Assessment, Standards and Certification (TASC).

The process involves conducting a literature review, forming a hypothesis, identifying an appropriate research method and collecting data to inform their conclusions. Learners use this information to produce a research report. This experience gives them insight into the validity of their research, the reliability of their data and the process of psychological research, including ethical considerations.

It is important for learners to draw on quantitative and qualitative sources to complete the IP.

Refer to TASC's Psychology Investigative Project Guidelines available in the Supporting Documents. The module from which the Investigative Project may be drawn is rotated each year as determined by TASC.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.
Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

External Assessment Requirements

The external assessment for this course will comprise:

- a three (3) hour written examination which assesses criterion 7, and three (3) of criteria 1, 2, 3 and 4.
- an Investigative Project (folio) which assesses criteria 6 and 8, and one (1) of criteria 1, 2, 3, and 4.

Note: criteria 1, 2, 3 and 4 will be rotated annually.

For further information, see the current external assessment specifications and guidelines for this course which can be found in the Supporting Documents below.

Criteria

The assessment for Psychology Level 3 will be based on the degree to which the learner can:

1. analyse theories about individual differences*
2. analyse perspectives about psychobiological processes *
3. analyse theories about human learning*
4. analyse theories about remembering*
5. apply inquiry skills to plan and undertake psychological investigations
6. use ethical psychological research methods*
7. use evidence to support a psychological point of view *
8. communicate psychological ideas, information, opinions, arguments and conclusions*

*= denotes criteria that are both internally and externally assessed

Standards

Criterion 1: analyse theories about individual differences

This criterion is both internally and externally assessed.

Related to the study of individual differences, the learner:

Rating A	Rating B	Rating C
explains terms and concepts and provides a wide range of examples of each	describes terms and concepts and provides a range of examples of each	identifies terms and concepts and provides an example of each
explains individual differences, correctly using a wide range of terms and concepts	describes individual differences, correctly using a range of terms and concepts	outlines individual differences, correctly using a limited range of terms and concepts
explains how research has informed different psychological perspectives that are used to explain factors that influence individual differences	describes how research has informed different psychological perspectives that are used to explain factors that influence individual differences	outlines how research has informed different psychological perspectives that are used to explain factors that influence individual differences
evaluates strengths and limitations used to classify or measure individual differences	analyses strengths and limitations used to classify or measure individual differences	assesses strengths and limitations used to classify or measure individual differences
argues a well-reasoned and coherent point of view on an aspect of individual differences using a wide range of evidence, concepts and theoretical perspectives	argues a point of view on an aspect of individual differences using a range of evidence, concepts and theoretical perspectives	presents a position on an aspect of individual differences using a limited range of evidence, concepts and theoretical perspectives
critically evaluates strengths and limitations of theories related to individual differences	analyses strengths and limitations of theories related to individual differences	assesses strengths and limitations of theories related to individual differences
explains and applies conceptual linkages between psychological ideas and real life situations.	describes and applies conceptual linkages between psychological ideas and real life situations.	identifies and applies conceptual linkages between psychological ideas and real life situations.

Criterion 2: analyse perspectives about psychobiological processes

This criterion is both internally and externally assessed.

Related to the study of psychobiological processes, the learner:

Rating A	Rating B	Rating C
explains terms and concepts and provides a wide range of examples of each	describes terms and concepts and provides a range of examples of each	identifies terms and concepts and provides an example of each
explains psychobiological processes, correctly using a wide range of terms and concepts	describes psychobiological processes, correctly using a range of terms and concepts	outlines psychobiological processes, correctly using a limited range of terms and concepts
explains how research has informed different psychological perspectives that are used to explain psychobiological processes	describes how research has informed different psychological perspectives that are used to explain psychobiological processes	outlines how research has informed different psychological perspectives that are used to explain psychobiological processes
critically evaluates strengths and limitations of psychological perspectives that are used to explain psychobiological processes	analyses strengths and limitations of psychological perspectives that are	describes strengths and limitations of psychological perspectives that are

	used to explain psychobiological processes	used to explain psychobiological processes
argues a well-reasoned and coherent point of view on an aspect of psychobiological processes using a wide range of evidence, concepts and theoretical perspectives	argues a point of view on an aspect of psychobiological processes using a range of evidence, concepts and theoretical perspectives	presents a position on an aspect of psychobiological processes using a limited range of evidence, concepts and theoretical perspectives
explains and applies conceptual linkages between psychological ideas and real life situations.	describes and applies conceptual linkages between psychological ideas and real life situations.	identifies and applies conceptual linkages between psychological ideas and real life situations.

Criterion 3: analyse theories about human learning

This criterion is both internally and externally assessed.

Related to the study of human learning, the learner:

Rating A	Rating B	Rating C
explains terms and concepts and provides a wide range of examples of each	describes terms and concepts and provides a range of examples of each	identifies terms and concepts and provides an example of each
explains characteristics of human learning, correctly using a wide range of terms and concepts	describes characteristics of human learning, correctly using a range of terms and concepts	outlines characteristics of human learning, correctly using a limited range of terms and concepts
explains how research has informed different psychological perspectives that are used to explain human learning	describes how research has informed different psychological perspectives that are used to explain human learning	outlines how research has informed different psychological perspectives that are used to explain human learning
critically evaluates theories of human learning	analyses theories of human learning	describes theories of human learning
argues a well-reasoned and coherent point of view on an aspect of human learning using a wide range of evidence, concepts and theoretical perspectives	argues a point of view on an aspect of human learning using a range of evidence, concepts and theoretical perspectives	presents a position on an aspect of human learning using a limited range of evidence, concepts and theoretical perspectives
explains and applies conceptual linkages between psychological ideas and real life situations.	describes and applies conceptual linkages between psychological ideas and real life situations.	identifies and applies conceptual linkages between psychological ideas and real life situations.

Criterion 4: analyse theories about remembering

This criterion is both internally and externally assessed.

Related to the study of remembering, the learner:

Rating A	Rating B	Rating C
explains terms and concepts and provides a wide range of examples of each	describes terms and concepts and provides a range of examples of each	identifies terms and concepts and provides an example of each
explains aspects of remembering, correctly using a wide range of terms and concepts	describes aspects of remembering, correctly using a range of terms and concepts	outlines aspects of remembering, correctly using a limited range of terms and concepts
explains how research has informed different psychological perspectives that are used to explain factors that affect retention	describes how research has informed different psychological perspectives	outlines how research has informed different psychological perspectives

	that are used to explain factors that affect retention	that are used to explain factors that affect retention
evaluates contribution of theories related to the processes of storing, retaining and retrieving information in memory	analyses contribution of theories related to the processes of storing, retaining and retrieving information in memory	describes contribution of theories related to the processes of storing, retaining and retrieving information in memory
argues a well-reasoned and coherent point of view on an aspect of remembering using a wide range of evidence, concepts and theoretical perspectives	argues a point of view on an aspect of remembering using a range of evidence, concepts and theoretical perspectives	presents a position on an aspect of remembering using a limited range of evidence, concepts and theoretical perspectives
evaluates effectiveness of techniques for improving and manipulating memory	analyses effectiveness of techniques for improving and manipulating memory	describes effectiveness of techniques for improving and manipulating memory
explains and applies conceptual linkages between psychological principles and real life situations.	describes and applies conceptual linkages between psychological principles and real life situations.	identifies and applies conceptual linkages between psychological principles and real life situations.

Criterion 5: apply inquiry skills to plan and undertake psychological investigations

Related to the study of psychology, the learner:

Rating A	Rating B	Rating C
composes a sophisticated hypothesis and clearly structured inquiry questions, explaining their connections to observations; designs comprehensive inquiry, clearly stating aims and explaining appropriate methodology in detail	creates a hypothesis, poses inquiry questions, discussing their connections to observations; designs inquiry, clearly stating aims and describing appropriate methodology	creates a straightforward hypothesis, poses inquiry questions and designs an inquiry, clearly stating aims and appropriate methodology
proposes and negotiates measurable, achievable and realistic complex goals	proposes and negotiates measurable, achievable and realistic goals	proposes and negotiates achievable and realistic goals
identifies time, resources and equipment needed to complete activities, and develops a systematic and coherent research plan	identifies time, resources and equipment needed to complete inquiry, and develops and employs a coherent research plan	identifies time, resources and equipment needed to complete inquiry, and develops and employs a research plan
reflects – orally and in writing – on progress towards meeting goals and timelines; critically evaluates progress and plans effective future actions	reflects – orally and in writing – on progress towards meeting goals and timelines; analyses progress to plan future actions	reflects – orally and in writing – on progress towards meeting goals and timelines, articulating some ways in which goals may be met in the future
meets specified/negotiated timelines and thoroughly addresses all task characteristics with a high degree of accuracy.	meets specified/negotiated timelines and addresses all task characteristics.	meets specified/negotiated timelines and addresses most task characteristics.

Criterion 6: use ethical psychological research methods

This criterion is both internally and externally assessed.

Related to the study of psychology, the learner:

Rating A	Rating B	Rating C
selects and uses ethical parameters and the most	selects and uses research	creates a research design within

effective research methodologies and creates a sophisticated research design	methodologies and ethical parameters and creates a research design	provided ethical parameters and research methodologies
locates a primary source and a wide range* of secondary sources relevant to an issue	locates a primary source and a range* of secondary sources relevant to an issue	locates a primary source and a limited range* of secondary sources related to an issue
accurately records sources of information	accurately records sources of information	records sources of information
selects and effectively uses tools and strategies to effectively collect and organise information	selects and uses a range of tools and strategies to collect and organise information	uses a limited range of tools and strategies to collect and organise information
selects and uses appropriate and useful categories to methodically organise information for analysis of relationships, patterns and trends	selects and uses categories to effectively organise information to indicate relationships, patterns and trends	uses given categories to organise information to indicate relationships, patterns and trends
evaluates relevance and relative significance of information to an issue	analyses relevance and relative significance of information to an issue	assesses relevance and relative significance of information to an issue
evaluates reliability, contestability and validity of selected information, its origin, purpose and context	analyses reliability, contestability and validity of selected information, its origin, purpose and context	assesses reliability, contestability and validity of selected information, its origin, purpose and context
evaluates impact of omissions or deficiencies in available sources.	analyses impact of omissions or deficiencies in available sources.	identifies omissions or deficiencies in available sources.

*Range of primary and secondary sources: has dimensions of number (how many sources) and scope of types (for example, statistics, books, academic articles, internet, interview, film/video etc.)

Criterion 7: use evidence to support a psychological point of view

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
summarises quantitative and qualitative data in a wide range of formats	summarises quantitative and qualitative data in a range of formats	summarises quantitative and qualitative data in a limited range of formats
uses a wide range of relevant empirical and textual evidence to support observations and analysis	uses a range of relevant empirical and textual evidence to support observations and analysis	uses a limited range of relevant empirical and textual evidence to support observations and analysis
evaluates research findings and draws valid conclusions consistent with the research question	analyses research findings and draws valid conclusions consistent with the research question	assesses research findings and draws conclusions consistent with the research question
argues a well-reasoned and coherent point of view on psychological issues using a wide range of empirical evidence and theoretical perspectives	argues a point of view on psychological issues using a range of empirical evidence and theoretical perspectives	presents a position on psychological issues using a limited range of empirical evidence and theoretical perspectives
refers to at least two theoretical perspectives to analyse substantive issues under discussion and explains connections between them	refers to at least two theoretical perspectives to explain substantive issues under discussion and describes connections between them	refers to at least two theoretical perspectives to describe substantive issues under discussion

explains links between empirical evidence and psychological concepts and theories.	describes links between empirical evidence and psychological concepts and theories.	outlines links between empirical evidence and psychological concepts and theories.

Criterion 8: communicate psychological ideas, information, opinions, arguments and conclusions

This criterion is both internally and externally assessed.

Related to the study of psychology, the learner:

Rating A	Rating B	Rating C
selects, constructs and uses appropriate written, oral, multimodal and mathematical representations to accurately and effectively convey meaning, adapting representations to specific audiences and purposes	selects, constructs and uses appropriate written, oral, multimodal and mathematical representations to produce a response that is readily understood	uses and constructs written, oral, multimodal and mathematical representations as directed that addresses the basic intent of a question or issue
communicates complex ideas and explanations coherently, selecting and consistently using appropriate language conventions for specific audiences and purposes	communicates ideas and explanations clearly, selecting and consistently using appropriate language conventions	communicates basic ideas and explanations clearly, correctly using appropriate language conventions
clearly identifies the information, images, ideas and words of others used in the learner's work	clearly identifies the information, images, ideas and words of others used in the learner's work	differentiates the information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy*	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly*	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly*
creates appropriate, well-structured reference lists/ bibliographies.	creates appropriate, structured reference lists/bibliographies.	creates appropriate reference lists/bibliographies.

*The APA citation system is recommended.

Qualifications Available

Psychology Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 15 ratings (8 from the internal assessment, 7 from external assessment).

The minimum requirements for an award in Psychology Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
11 'A' ratings, 4 'B' ratings (5 'A' ratings, 2 'B' ratings from external assessment)

HIGH ACHIEVEMENT (HA)
6 'A' ratings, 6 'B' ratings, 3 'C' ratings (2 'A' ratings, 3 'B' ratings and 2 'C' ratings from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
8 'B' ratings, 6 'C' ratings (4 'B' ratings, 3 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
13 'C' ratings (5 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
7 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Dr Anna Krawec in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

There are no content statements developed by ACARA that are relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2016 to 31 December 2020.

Version History

Version 1 – Accredited on 20 July 2015 for use from 1 January 2016 to 31 December 2020. This course replaces Psychology (BHP315111) that expired on 31 December 2015.

Version 1.a – 11 January 2016: Minor clarifications to course content.

Version 1.b – 15 February 2016: Change to the distribution of criteria in the External Assessment Requirements section.

Version 1.c – 1 May 2017: Minor clarification to contents ('concepts') and change to PA award requirements.

Version 1.d – 17 October 2019: Appendix 2, Updated link to the National Statement on Ethical Conduct in Human Research (*2007-Updated 2018*)

Version 1.e - Accreditation renewed on 18 August 2020 for the period 1 January 2021 to 31 December 2021, with the following amendments: changes to Content details (Module 2 (Parts A - C), Module 3 (Parts A - B), Module 4, & Module 5).

Version 2 - Accreditation renewed on 14 July 2021 for the period 1 January 2022 to 31 December 2024, with the following minor amendments: replacement of Freud with Mead (Part A Gender, environmental arguments); addition of 'one trail learning' to Module 4 classical conditional learning theory list.

Appendix 1

Glossary

Term	Explanation
Analyse	examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	use or employ knowledge and skills in a particular situation
Assess	make a judgement about, to rate, weigh up, to form an opinion
Basic	essential or elementary
Clear	easy to understand, fully intelligible, without ambiguity; explicit
Coherent	orderly, logical and internally consistent relation of parts
Communicate	convey information about, clearly reveal or make known
Compare	estimate, measure or note how things are similar or dissimilar
Complex	consisting of multiple interconnected parts or factors
Comprehensive	detailed and thorough, including all that is relevant; inclusive of a broad coverage of facts, ideas and information
Concepts	in the context of this subject, a concept is a basic or fundamental idea, notion or element
Critically analyse	examine the component parts of an issue or information, for example identifying the premise of an argument and its plausibility, illogical reasoning or faulty conclusions
Critically evaluate	evaluation of an issue or information that includes considering important factors and available evidence in making critical judgement that can be justified

Term	Explanation
Describe	recount, comment on, and provide an account of characteristics or features
Develop	construct, elaborate or expand on an opinion or idea
Discuss	talk or write about a topic, taking into account different issues and ideas
Effective	producing a deep or vivid impression; striking
Evaluate	provide a detailed examination and substantiated judgement concerning the merit, significance or value of something
Explain	provide additional information that demonstrates understanding and reasoning; present a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation

Term	Explanation
Identify	name, list and establish or indicate who or what something is
Information	knowledge or data gained from primary and secondary sources
Informed	having relevant knowledge; being conversant with the topic
Interpret	explain the meaning of information or actions
Issue	a point in question or a matter that is subject to debate
Language conventions	the features of language that support meaning and assist in conveying meaning, such as spelling, terminology, vocabulary, grammar, punctuation, sentence structure, paragraphing
Logical	rational and valid; internally consistent

Term	Explanation
Mathematical representations	numeric, tabular and graphic methods of communicating data and information
Multimodal	an assessment mode that uses a combination of at least two modes, delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated to allow both modes to contribute significantly to the multimodal response
Organise	systematically order and arrange
Outline	give the main features or aspects of
Primary sources	information created by the person or person directly involved in an inquiry, mainly generated through the gathering of first-hand experiences, such as surveys and interviews

Term	Explanation
Range	a number of different things of the same general type; breadth – it has dimensions of number (how many sources) and scope of types (e.g. books, magazines, internet, film/video)
Recommendation	a proposal for an appropriate course of action
Relationship	the connection or association between ideas, information or components of concepts and theories
Relevant	applicable and pertinent
Research design	the way that the researcher develops and sequences the research methods and the ways in which these are applied to collect the research data, according to the principles elaborated through the choice of underpinning methodology
Research methodology	the specific tools or process used to collect and analyse data needed to answer the research questions guiding a study, e.g. survey, content analysis, focus group, interview, questionnaire, observation and statistical analysis

Term	Explanation
Sampling procedures	the process of selecting and allocating participants, e.g. opportunity/convenience, random sampling, stratified sampling, random-stratified sampling, random allocation of participants to groups
Secondary sources	information that has been compiled from primary sources by a person or persons not directly involved in the issue, collected through researching the studies and work of others, such as journals, newspaper articles and reports
Select	choose in preference to another or others
Social inquiry	an active investigation that engages learners in the learning process though formulating questions and investigating widely to build new understanding, meaning and knowledge
Statistical processes	examine data to interpret meaning, make generalisations and extrapolate trends using mathematical and statistical procedures. These include measures of correlation and probability – central tendency including mean, median and mode; spread of scores including standard deviation and variance; frequency distributions showing bimodal, normal and skew (positive and negative) distributions; scatter plots and correlation; reliability including test-retest, inter-rater, parallel forms and internal consistency; and validity including content, criterion-related, construct and external
Structured	organised and arranged in order
Substantive	having practical importance, value and effect
Systematic	methodical, organised and logical

Term	Explanation
Term	a word, name or expression used in a specialised field of knowledge
Theory	a system of rules, principles or propositions that can be used to explain occurrences or conduct activities
Theoretical perspective	a set of assumptions about reality that underlies the questions we ask and the kinds of answers we arrive at as a result
Thorough	attentive to detail; carried out completely and carefully
Tools and strategies	techniques used, such as note-taking, graphic organisers, journals, logs and categories to organise information

Term	Explanation
Valid	applicable, legitimate and defensible
Well-reasoned	logical and sound, well-grounded, considered and thought out
Well-structured	classified, organised and logical

Appendix 2

Ethical Study and Research Practice

The principles for the ethical conduct in research for learners and teachers are available from:

- About Human Research Ethics at the University of Tasmania
- the National Statement on Ethical Conduct in Human Research *(2007 – Updated 2018)* issued by the National Health and Medical Research Council (NHMRC) in accordance with the *NHMRC Act 1992* (Cwlth).
- the Australian Privacy Principles (March 2014) available from the website of the Office of the Australian Information Commissioner
- the Code of Ethics of the Australian Psychological Society (APS)

Supporting documents including external assessment material

-  BHP315116 Sample Ethics Consent Form.docx (2017-07-21 01:05pm AEST)
- BHP315116 Investigation Project Plan Proforma.dotx (2018-07-25 03:38pm AEST)
- BHP315116 TASC Exam Paper 2018.pdf (2018-11-22 12:11pm AEDT)
- BHP315116 - Assessment Panel Report 2018.pdf (2019-01-30 12:32pm AEDT)
- BHP315116 Psychology TASC Exam Paper 2019.pdf (2019-11-19 06:09pm AEDT)
- BHP315116 Assessment Report 2019.pdf (2020-02-05 01:15pm AEDT)
- BHP315116 Psychology TASC Exam Paper 2020.pdf (2020-11-11 07:11pm AEDT)
- BHP315116 Assessment Report 2020.pdf (2021-01-13 10:26am AEDT)
- BHP315116 Psychology TASC Exam Paper 2021.pdf (2021-11-12 09:00am AEDT)
- BHP315116 Assessment Report 2021.pdf (2022-01-24 03:21pm AEDT)
- TASC Student Folio Declaration form Information Sheet.pdf (2022-02-08 11:27am AEDT)
- 2022 BHP315116 TASC Student Folio Declaration Form.pdf (2022-02-08 11:27am AEDT)
- BHP315116 Psychology External Assessment Specifications 2023.pdf (2023-03-14 12:44pm AEDT)
- BHP315116 Psychology TASC Exam Paper 2022.pdf (2022-11-17 10:03am AEDT)

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