

Introduction to Sociology and Psychology

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	BHX215116
COURSE SPAN	2016 — 2017
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2017. Use [A-Z Courses](#) to find the current version (if available).

Introduction to Sociology and Psychology Level 2 uses an interdisciplinary approach through which learners develop an understanding of themselves and other individuals, groups and institutions within society and across cultures

It explores common human experiences and the interaction between motivation and behaviour. Through evidence based research and using the lenses of sociology and psychology, learners are encouraged to ask critical questions about social phenomena. Through this course, learners gain valuable insights and understandings of both themselves and their worlds. They develop social and cultural literacy, i.e. the essential skills, understandings and capabilities, to understand themselves and influence their own future and to participate with greater tolerance and respect in contemporary society, locally, nationally and globally. The course benefits learners when they pursue further education in the disciplines of Sociology and Psychology and training and employment in a range of community and social services.

Course Description

Introduction to Sociology and Psychology Level 2 is an introduction to the disciplines of Sociology and Psychology, stressing basic terms, concepts and theoretical perspectives of the disciplines. Learners develop an understanding of the scientific method of social inquiry to gather quantitative and qualitative evidence that can be used to explain social phenomena, human behaviour and issues across the course. The basic concepts and theoretical perspectives are then applied to develop understanding of psychological development and youth culture. Learners then study two specialist topics – one drawn from Sociology, the other from Psychology.

Rationale

Introduction to Sociology and Psychology Level 2 uses an interdisciplinary approach through which learners develop an understanding of themselves and other individuals, groups and institutions within society and across cultures. It explores common human experiences and the interaction between motivation and behaviour. Through evidence based research and using the lenses of sociology and psychology, learners are encouraged to ask critical questions about social phenomena.

Through this course, learners gain valuable insights and understandings of both themselves and their worlds. They develop social and cultural literacy i.e. the essential skills, understandings and capabilities, to understand themselves and influence their own future and to participate with greater tolerance and respect in contemporary society, locally, nationally and globally.

The course benefits learners when they pursue further education in the disciplines of Sociology and Psychology and training and employment in a range of community and social services.

Aims

Through the study of Introduction to Sociology and Psychology Level 2, learners will develop:

- *Behavioural knowledge*: Learners outline and use basic terms, concepts and ideas as they describe human behaviour and motivation; social and cultural concepts; personal, social and cultural identity; individual development and interactions within societies and cultures
- *Behavioural reasoning*: Learners apply appropriate theories and mathematical and statistical techniques to interpret empirical evidence and information from a variety of sources
- *Behavioural analysis*: Learners examine evidence and the forces that influence behaviour to form conclusions about social phenomena, human behaviour and social issues and draw evidence-based conclusions
- *Behavioural communication*: Learners select and use basic behavioural terms and language conventions to convey meaning to interested parties
- *Behavioural inquiry skills*: Learners develop basic skills in the scientific method of social inquiry as they investigate social phenomena.

Learning Outcomes

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

1. identify sociological terms, concepts, ideas and theories, relating them to social change over time and an individual's attachment to social structures within society
2. identify psychological terms, concepts, ideas and theories, relating them to human behaviour and individual experiences
3. apply basic sociological and psychological ideas, practices, processes and concepts and inquiry skills to investigate contemporary social phenomena
4. use scientific research methods applicable to sociology and psychology to ethically collect and interpret empirical evidence (research data)
5. use quantitative data, information, ideas, theories and the relationships between them to support points of view and inform evidence-based conclusions
6. work as a part of a team when using scientific research methods applicable to sociology and psychology
7. communicate basic sociological and psychological ideas, information, opinions, arguments and conclusions.

Pathways

Introduction to Sociology and Psychology Level 2 may serve as a pathway into the following TASC accredited courses: Psychology Level 3 and Sociology Level 3.

It may also act as a pathway to further education, training and employment for careers in which an understanding of the behaviour of individuals, groups and institutions is a key element, such as human resources, teaching, social, health and community work, parenting and child care.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Delivery

- Modules 1–3 will be taught in sequence, followed by Module 4 and Module 5 in any order
- Recommended percentage time spent on each module is specified in brackets
- A Glossary of terms used in the standards and throughout the course document is provided in Appendix 1.

Course Content

OVERVIEW

Introduction to Sociology and Psychology Level 2 comprises **three (3) compulsory** modules of study and **two (2) elective** modules of study.

Modules	Compulsory Modules			Elective Modules	
	1	2	3	4	5
Module Titles	An Introduction to Sociology and Psychology Part A – What is Sociology and Psychology? Part B – Research Methodology	Psychological Development	Youth Culture	Sociology One (1) of 4A: Social Stratification or 4B: Sociology of Gender or 4C: Cross-Cultural Differences	Psychology One (1) of 5A: Non-Verbal Communication or 5B: Forensic Psychology or 5C: Prosocial and Antisocial Behaviour
Recommended Time (%)	20	20	20	20	20

COURSE DETAILS

COMPULSORY MODULES

MODULE 1 – AN INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY (20%)

PART A – WHAT IS SOCIOLOGY AND PSYCHOLOGY?

The focus for this part of Module 1 is to introduce learners to sociology and psychology and the use of these disciplines in Australia today. It deals with the key purposes of each of the disciplines, how they differ in content and aims and where they overlap. Learners are introduced to the terms and concepts that are central to each of the two disciplines. These should be sufficient to enable them to understand and discuss key ideas in each of the disciplines and later modules in the course, such as socialisation, self, culture, behaviour, individual difference, institutions, stereotypes, empirical evidence, personality, perception and cognition.

Sociology provides an understanding of how the individual is located in and attached to various levels of social structures within a society. It seeks to identify, explain and understand the relationship between an individual and various social groups and how each of these social groups is intricately connected and the idea of social change. It seeks to provide a description and analysis of the patterns and organisations that shape human behaviour in contemporary social life. Learners are introduced to the mindset known as *sociological imagination*, one which is constantly critiquing, asking questions such as 'Is it possible to be objective?', 'Where is the evidence?' and 'Are there other ways to understand this?' As a discipline Sociology seeks to interpret empirical evidence and look for patterns of inequality and relationships among the main institutions of society – family, education, work and the media.

Psychology provides an understanding of the mind and human behaviour and experiences of the individual. Its goals are to describe, understand, predict and control behaviour. Whenever possible psychologists seek empirical evidence (objective and observable) based on scientific observation. Important steps in scientific investigation usually include defining a problem, reviewing the literature, proposing a hypothesis, choosing a research design, collecting the necessary data, analysing the results and drawing conclusions.

KEY CONTENT

- Brief historical overview
- Typical areas of study:
 - Sociology – youth, the family, deviance, crime, culture and ethnicity, community and social change
 - Psychology – psychological development, influences on individual behaviour, mind, brain and body, memory and learning, and mental health
- Ways of finding out and approaches taken – how are they the same, how are they different
- Current practitioners – what sociologists and psychologists may be working on and in which environments
- Use in Australia today

- Sociology and Psychology as sciences, distinct but not separate disciplines, within a broad range of social sciences
- Core theories and concepts:
 - Sociology – functionalist (e.g. Durkheim), conflict (e.g. Marx) and symbolic interactionism (e.g. Goffman)
 - Psychology – behaviourist, cognitive, bio-psychological and sociocultural.

PART B – RESEARCH METHODOLOGY

This focus for this part of Module 1 is on how sociologists and psychologists ‘know’. Do psychologists and sociologists approach research in the same manner? What methods and study designs are used to gather data? Learners are introduced to the scientific method as it applies to social inquiry.

The scientific method is about building a body of knowledge, through gathering data, testing ideas and the formation of hypotheses and critical analysis within an ethical framework.

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 as they learn about key sociological and psychological theories. They learn about the way in which the rights, integrity and propriety of people who are the subject to research are held in high regard as they 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 research and 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.

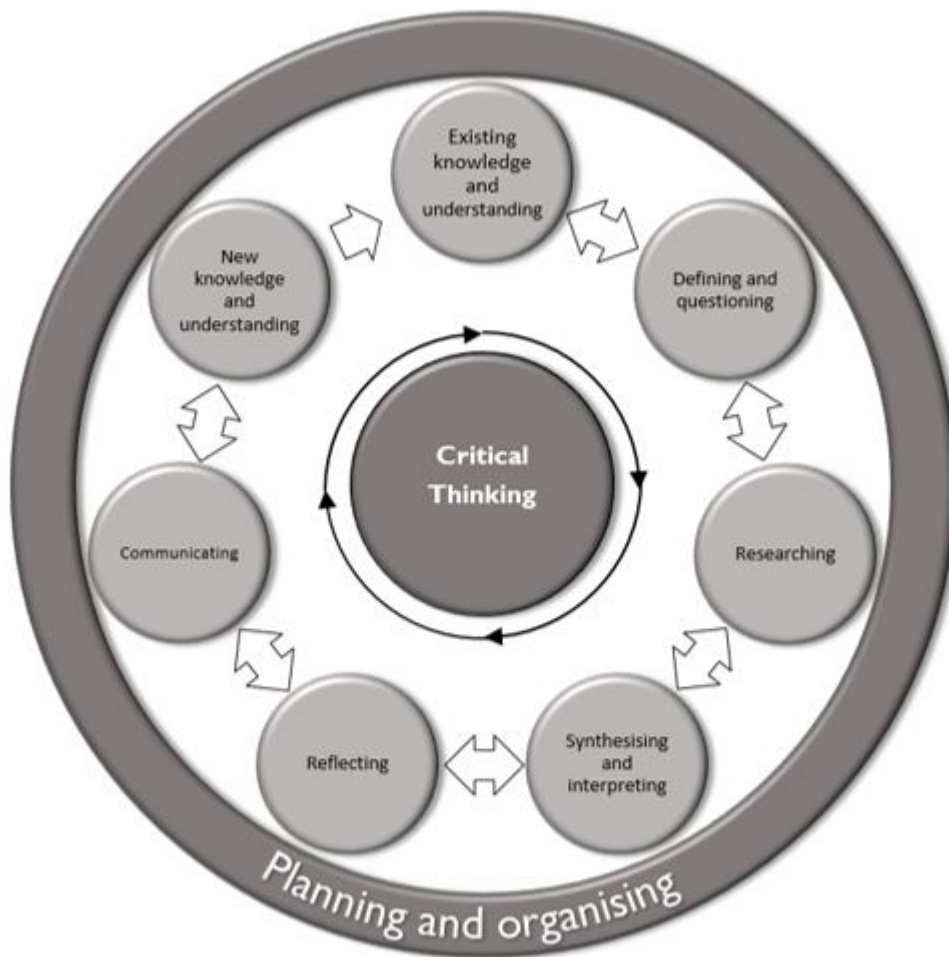
This course focuses on four key ethical considerations:

- 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.

THE SOCIAL INQUIRY APPROACH

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



Source: Department of Education (2015)

Social inquiry skills	
<i>Skills</i>	<i>Questions to be considered</i>
1. Planning and organising	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. Synthesising and interpreting	<ul style="list-style-type: none"> • 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, sociological 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 data 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: PSYCHOLOGICAL DEVELOPMENT (20%)

The focus of this module is on lifespan psychology, from infancy to old-age. Key questions include: What makes me the person I am? Was I born this way? Will I stay this way? What will change as I age? It is about the complex interaction of heredity and environment. Changes in the interaction between biological, cognitive and socio-cultural influences and learned behaviours contribute to an individual's psychological development and mental wellbeing at different stages. Learners consider how classic and contemporary studies contribute to our understanding of changes that take place across an individual's lifespan. They use the major perspectives in contemporary psychology to explain cognition and behaviours associated with particular stages of development, taking into account heredity and environmental influences.

KEY CONTENT

- What is lifespan development?
- Stages of the lifespan – infancy, childhood, adolescence, early adulthood, middle age and old age
- Areas of lifespan development – physical, social, cognitive, emotional
- Interactionism – the interaction between heredity and environmental factors – ‘nature versus nurture’ – in influencing psychological development
- Classic and contemporary theories – a brief overview of the key findings:
 - perceptual development: Eleanor Gibson's work on infant perception
 - emotional development: John Bowlby and Mary Ainsworth's work on attachment theory with reference to Harry Harlow's work on attachment in monkeys
 - cognitive development: Jean Piaget's four-stage theory
 - psychosocial development: Erik Erikson's eight-stage theory
 - moral development: Lawrence Kohlberg's six-stage theory
- The nature and incidence of mental illness in the population across the lifespan
- Successful ageing – cognitive and psychosocial changes in the very old, as informed by Paul Baltes' work.

MODULE 3: YOUTH CULTURE (20%)

This module introduces learners to the sociological idea of *youth culture* and the ways in which the experience of being young has changed, locally or elsewhere. They also explore changes in youth experience (e.g. in the youth labour market), the ways in which young people are represented in the media, and young people as citizens. Learners examine the extent to which social, economic, and cultural changes have shaped the lives of young people. They examine the beliefs, values, customs, and practices of youth culture in comparison with other cultures in Australia and in other places.

Learners consider how the social construction of prejudice and stereotypes, including stereotypes of young Indigenous people, affect youth and adolescence. They investigate the ways in which young people use space and create places in the community. Learners consider factors that affect youth culture (e.g. neighbourhood, sense of community, socio-economic status, popular culture, demographic characteristics, gender, and ethnic background). They share creative ideas on non-material aspects of life that promote well-being and are cost-neutral and intrinsically rewarding.

KEY CONTENT

- The concept and place of social categories
- The social categories of youth and adolescence and how their definitions have changed over time
- Key factors leading to differences in the experience of being young:
 - ethnicity, age, class, rural/urban location, gender and other social differences
 - unemployment, education, demographic shifts, intergenerational inequity and use of new technologies
 - attitudes to environmental and social sustainability
 - cultural formations such as in dress, music and media
- Reasons for categorisation of youth and consequences of homogenous thinking about youth and adolescence, including stereotyping, prejudice and discrimination
- Youth subcultures e.g. rap, punk, extreme sport, jock, 'emo', mean girls
- Cliques and outcasts
- At-risk youth and deviant behaviour.

ELECTIVE MODULES

One (1) module must be chosen from the list for Module 4 and **one (1)** from the list for Module 5. No more than one module from each group can be chosen.

Each module has a prescribed focus or basis for study and a guide to content. The key skills of the social inquiry method of learning as outlined in Module 1 must be used in addressing this focus. Teachers and learners are encouraged to explore issues within the chosen modules. Teachers are encouraged to negotiate content to be studied, taking into account the experiences and interests of the learners. Learners are encouraged to ask their own questions, explore possible sources of information, and develop or identify solutions to them. There will be many questions that have no satisfactory answers or have several possible answers and it is important for them to recognise these situations.

SOCIOLOGY MODULES (20%)

MODULE 4A: SOCIAL STRATIFICATION

The focus for this unit is power i.e. the ability or capacity to influence or persuade others to a point of view or action to which they would not normally agree. Learners are introduced to how inequitable practices are established, sustained and challenged within and across structures in Australian society.

KEY CONTENT

- Core terms – agency, class, ideology, inequality, inequity, power, race, social mobility, social stratification, status, socioeconomic status
- Core theories – examine socialisation through two of the following:
 - conflict
 - functionalist
 - feminist, e.g. Marxist, liberal, radical
 - interactionist, e.g. Labelling
 - white race privilege, e.g. the social construction of whiteness
- Relevant theorists – Arendt, Fromm, Gramsci, Greer, Habermas, Marx, Mill, Parsons, Spencer, Weber.

MODULE 4B: SOCIOLOGY OF GENDER

This module focuses on how individuals develop their perception of gender roles within culturally established designations between masculine and feminine behaviours.

KEY CONTENT

- Core terms and concepts – alternative sexualities, androgynous, biological, chromosome, embryo, environment, female and male, feminine and masculine, gender and sex, gender-differentiated play, gender re-assignment, gender roles, gender stereotypes, heredity, hermaphrodite, heterosexual, homosexual, identity formation, maturation, sex-based crimes, sexual orientation, transgender surgery
- Core theoretical perspectives – a brief overview of the key findings from **three (3)** of the following:
 - sociobiological perspectives – evolutionary theory
 - functionalist, e.g. instrumental and expressive gender roles
 - feminist, e.g. the reproduction of mothering
 - masculinity, e.g. cross-cultural concepts of masculinity
- Relevant theorists – Parsons, Chodorow, Connell, Crespi.

MODULE 4C: CROSS-CULTURAL DIFFERENCES

This module focuses on how culture is created and shaped by individuals and communities and how its expression can be different between cultures or cultural groups.

KEY CONTENT

- Core terms and concepts – anthropology, attitudes, beliefs, culture, ethnicity, ethnocentrism, material culture, mores, perception, stereotypes, subculture, taboo, values
- Typical examples – perceptions, behaviours, gestures and language
- Core theoretical perspectives – a brief overview of the key findings from **three (3)** of the following:
 - cultural conflict, cross-cultural perspectives, and changing cultural boundaries
 - the construction of culture and the diversity of cultural norms and understandings, including sub-cultures v mass culture
 - common features of cultures: ways of communicating, belief systems, social structure, economic structures, political/legal structures
 - cultural evolution or cultural relativity
- Relevant theorists – Bourdieu, Malinowski, Mauss, Mead (Margaret), Levi-Strauss, Sellin.

PSYCHOLOGY MODULES (20%)

MODULE 5A: NON-VERBAL COMMUNICATION

The focus of this module is the process of communication through sending and receiving wordless (mostly visual) cues between people. Nonverbal communication encompasses body language, the use of voice, touch, distance, physical appearance and the environment.

KEY CONTENT

- Core terms and concepts – first impressions, gazing, gestures, haptics, kinetics, paralinguistics, personal space, posture, proxemics, signs, symbols
- Definition and importance
- Creating impressions
 - first impressions
 - creating and maintaining a positive impression
- Its role in interpersonal relationships
- Types – a brief overview of the key findings from **three (3)** of the following:
 - facial expressions
 - gestures and signs
 - paralinguistics
 - body language and posture
 - proxemics (closeness and personal space)
 - haptics (touching)
 - appearance
- Universal or culturally dependent?

MODULE 5B: PROSOCIAL AND ANTISOCIAL BEHAVIOR

This module focuses on the investigation of the processes involved in pro and antisocial behaviour.

KEY CONTENT

- Core terms and concepts – aggression, altruism, antisocial behaviour, bystander apathy, conformity, criminal behaviour, deindividuation, individual and situational factors, obedience, prosocial behaviour, reciprocity, types of antisocial behaviour, types of prosocial behaviour
- Core theories – an overview of each idea and the key findings from **three (3)** of the theorists:
 - bystander effect/diffusion of responsibility (Darley and Latané, Milgram)
 - frustration/aggression hypothesis (Dollard and Miller)
 - cost benefit analysis (Berkowitz)
 - in group theory (Asch, Zimbardo)
 - empathy (Batson).

MODULE 5C: FORENSIC PSYCHOLOGY

This module focuses on the application of psychology to all parts of the criminal justice system – the criminal investigation, the court system and correction facilities.

KEY CONTENT

- Core terms and concepts – antisocial behaviour, behaviour modification, conflict, conformity, crime scene, criminal, criminal justice system, criminal mind, delinquent, evidence, forensic, leading questions, magistrate, norms, prejudice, profiling, provocation, punishment, recidivism, signature, serial offender, Supreme Court, testimony, victimology, witness
- Forensic psychology and the role of forensic psychologists
- Crime – definition, history of criminology, attitudes to crime and victims of crime, and determinants of crime
- Victims and offenders
- Role of forensic psychologists
- Core theories – an overview of each idea and the key findings from **three (3)** of the theorists:
 - eye-witness testimony (Bartlett, Loftus)
 - memory and attribution bias (Heider)
 - profiles and profiling (Canter)
 - serial killers (Goodwin, Davidson)
 - juries (Asch).

Work Requirements

MODULE 2: PSYCHOLOGICAL DEVELOPMENT (20%)

In addition to any provider developed instruments, learners will use the social inquiry approach to investigate social phenomenon. Learners may work independently or in teams. They will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. The report may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes.

Task	Investigate and report on one (1) of the lifespan stages by drawing upon one (1) of the theories of psychological development.
Guidelines	<p>The report must be presented in written form of between 400–600 words or a poster or an oral/signed presentation of 3–5 minutes or the equivalent in multimodal form. The poster may be produced electronically or in hard-copy format and should not exceed 600 words.</p> <ul style="list-style-type: none">• Sub-headings may be used• Bullet points, diagrams, tables, graphs and charts are appropriate• Statistical analysis, where appropriate, is expected• Definition of terms or appendices are inappropriate• Appropriate referencing must be used. See TASC's Authenticity and Academic Integrity: A Guide.

MODULE 3: YOUTH CULTURE (20%)

In addition to any provider developed instruments, learners will use the social inquiry approach to investigate social phenomenon. Learners may work independently or in teams. They will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. The report may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes.

Task	Investigate and report on one (1) contemporary aspect of youth culture.
Guidelines	<p>The report must be presented in written form of between 400–600 words or a poster or an oral/signed presentation of 3–5 minutes or the equivalent in multimodal form. The poster may be produced electronically or in hard-copy format and should not exceed 600 words.</p> <ul style="list-style-type: none">• Sub-headings may be used• Bullet points, diagrams, tables, graphs and charts are appropriate• Statistical analysis, where appropriate, is expected• Definition of terms or appendices are inappropriate• Appropriate referencing must be used. See TASC's Authenticity and Academic Integrity: A Guide.

ELECTIVE MODULES

SOCIOLOGY MODULES (20%)

MODULE 4A: SOCIAL STRATIFICATION

In addition to any provider developed instruments, learners will use the social inquiry approach to investigate social phenomenon. Learners may work independently or in teams. They will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. The report may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes.

Task	Investigate and report on one (1) contemporary example of inequality by drawing upon one (1) of the core theories.
Guidelines	<p>The report must be presented in written form of between 400–600 words or a poster or an oral/signed presentation of 3–5 minutes or the equivalent in multimodal form. The poster may be produced electronically or in hard-copy format and should not exceed 600 words.</p> <ul style="list-style-type: none">• Sub-headings may be used• Bullet points, diagrams, tables, graphs and charts are appropriate• Statistical analysis, where appropriate, is expected• Definition of terms or appendices are inappropriate• Appropriate referencing must be used. See TASC's Authenticity and Academic Integrity: A Guide.

MODULE 4B: SOCIOLOGY OF GENDER

In addition to any provider developed instruments, learners will use the social inquiry approach to investigate social phenomenon. Learners may work independently or in teams. They will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. The report may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes.

Task	Investigate and report on one (1) aspect of gender role or identity.
Guidelines	<p>The report must be presented in written form of between 400–600 words or a poster or an oral/signed presentation of 3–5 minutes or the equivalent in multimodal form. The poster may be produced electronically or in hard-copy format and should not exceed 600 words.</p> <ul style="list-style-type: none">• Sub-headings may be used• Bullet points, diagrams, tables, graphs and charts are appropriate• Statistical analysis, where appropriate, is expected• Definition of terms or appendices are inappropriate• Appropriate referencing must be used. See TASC's Authenticity and Academic Integrity: A Guide.

MODULE 4C: CROSS-CULTURAL DIFFERENCES

In addition to any provider developed instruments, learners will use the social inquiry approach to investigate social phenomenon. Learners may work independently or in teams. They will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. The report may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes.

Task	Investigate and report on one (1) contemporary aspect of cultural conflict.
Guidelines	<p>The report must be presented in written form of between 400–600 words or a poster or an oral/signed presentation of 3–5 minutes or the equivalent in multimodal form. The poster may be produced electronically or in hard-copy format and should not exceed 600 words.</p> <ul style="list-style-type: none">• Sub-headings may be used• Bullet points, diagrams, tables, graphs and charts are appropriate• Statistical analysis, where appropriate, is expected• Definition of terms or appendices are inappropriate• Appropriate referencing must be used. See TASC's Authenticity and Academic Integrity: A Guide.

PSYCHOLOGY MODULES (20%)

MODULE 5A: NON-VERBAL COMMUNICATION

In addition to any provider developed instruments, learners will use the social inquiry approach to investigate social phenomenon. Learners may work independently or in teams. They will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. The report may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes.

Task	Investigate and report on three (3) of the types of non-verbal communication in Australia and their importance in other cultures.
Guidelines	<p>The report must be presented in written form of between 400–600 words or a poster or an oral/signed presentation of 3–5 minutes or the equivalent in multimodal form. The poster may be produced electronically or in hard-copy format and should not exceed 600 words.</p> <ul style="list-style-type: none">• Sub-headings may be used• Bullet points, diagrams, tables, graphs and charts are appropriate• Statistical analysis, where appropriate, is expected• Definition of terms or appendices are inappropriate• Appropriate referencing must be used. See TASC's Authenticity and Academic Integrity: A Guide.

MODULE 5B: PROSOCIAL AND ANTISOCIAL BEHAVIOR

In addition to any provider developed instruments, learners will use the social inquiry approach to investigate social phenomenon. Learners may work independently or in teams. They will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. The report may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes.

Task	Investigate and report on one (1) contemporary aspect of EITHER prosocial behaviour OR antisocial behaviour.
Guidelines	<p>The report must be presented in written form of between 400–600 words or a poster or an oral/signed presentation of 3–5 minutes or the equivalent in multimodal form. The poster may be produced electronically or in hard-copy format and should not exceed 600 words.</p> <ul style="list-style-type: none">• Sub-headings may be used• Bullet points, diagrams, tables, graphs and charts are appropriate• Statistical analysis, where appropriate, is expected• Definition of terms or appendices are inappropriate• Appropriate referencing must be used. See TASC's Authenticity and Academic Integrity: A Guide.

MODULE 5C: FORENSIC PSYCHOLOGY

In addition to any provider developed instruments, learners will use the social inquiry approach to investigate social phenomenon. Learners may work independently or in teams. They will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. The report may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes.

Task	Investigate and report on EITHER a criminal OR a criminal case.
Guidelines	<p>The report must be presented in written form of between 400–600 words or a poster or an oral/signed presentation of 3–5 minutes or the equivalent in multimodal form. The poster may be produced electronically or in hard-copy format and should not exceed 600 words.</p> <ul style="list-style-type: none">• Sub-headings may be used• Bullet points, diagrams, tables, graphs and charts are appropriate• Statistical analysis, where appropriate, is expected• Definition of terms or appendices are inappropriate• Appropriate referencing must be used. See TASC's Authenticity and Academic Integrity: A Guide.

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.

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 will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications that TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
 - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
 - class records of assessment
 - examples of learner work that demonstrate the use of the marking guide
 - samples of current learner's work, including that related to any work requirements articulated in the course document
 - archived samples of individual learner's work sufficient to illustrate the borderline between that judged as an SA or PA award.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Introduction to Sociology and Psychology Level 2 will be based on the degree to which the learner can:

1. outline and use sociological terms, concepts, theories and ideas
2. outline and use psychological terms, concepts, theories and ideas
3. apply inquiry skills to plan and undertake investigations into contemporary social phenomena
4. use ethical sociological and psychological research methods
5. use evidence to draw sociological and psychological conclusions
6. communicate sociological and psychological ideas, information, opinions, arguments and conclusions

Standards

Criterion 1: outline and use sociological terms, concepts, theories and ideas

Related to the study of sociology, the learner:

Rating A	Rating B	Rating C
describes a wide range of sociological terms and ideas and provides examples of each	outlines a range of sociological terms, concepts and ideas and provides an example of each	identifies a limited range of sociological terms, concepts and ideas and provides an example of each
describes a wide range of sociological theories	outlines a range of sociological theories	identifies a limited range of sociological theories
describes basic principles of sociological research	outlines basic principles of sociological research	lists basic principles of sociological research
describes the complex relationships between related facts, ideas and theories	outlines a connection between related facts, ideas and theories	identifies a connection between related facts, ideas and theories
uses a wide range of sociological terms, concepts and theories when discussing a range of real-life situations.	uses a range of sociological terms, concepts or theories when describing real-life situations.	uses a limited range of sociological terms, concepts or theories when identifying real-life situations.

Criterion 2: outline and use psychological terms, concepts, theories and ideas

Related to the study of psychology, the learner:

Rating A	Rating B	Rating C
describes a wide range of psychological terms and ideas and provides examples of each	outlines a range of psychological terms, concepts and ideas and provides an example of each	identifies a limited range of psychological terms, concepts and ideas and provides an example of each
describes a wide range of psychological theories	outlines a range of psychological theories	identifies a limited range of psychological theories
describes basic principles of psychological research	outlines basic principles of psychological research	lists basic principles of psychological research
describes the complex relationships between related facts, ideas and theories	outlines a connection between related facts, ideas and theories	identifies a connection between related facts, ideas and theories
uses a wide range of psychological terms, concepts and theories when discussing a range of real-life situations.	uses a range of psychological terms, concepts or theories when describing real-life situations.	uses a limited range of psychological terms, concepts or theories when identifying real-life situations.

Criterion 3: apply inquiry skills to plan and undertake investigations into contemporary social phenomena

The learner:

Rating A	Rating B	Rating C
composes inquiry questions and hypothesis and creates a research plan to undertake an investigation	composes some inquiry questions and a simple hypothesis and creates a research plan to undertake an investigation and seeks assistance when required	uses given inquiry questions, hypothesis and research plan and undertakes an investigation as directed

sets short, medium and long-term goals that are measurable, achievable and realistic, and plans relevant action	sets short and medium-term goals spanning one to several lessons that are measurable, achievable and realistic, and plans accordingly	sets short-term goals that are generally measurable, achievable and realistic, and follows given plans/directions
identifies time, materials and equipment needed to complete an investigation and devises a detailed plan for completion	identifies time, materials and equipment needed to complete an investigation and devises a basic plan for completion	identifies time, materials and equipment needed for an investigation
reflects – orally and/or in writing – on progress towards meeting goals and timelines, assesses progress and adjusts plans for future action	reflects – orally and/or in writing – on progress towards meeting goals and timelines and suggests ways for future action	reflects – orally and/or in writing – on progress towards meeting goals and timelines in a constructive manner
considers, selects and uses strategies to perform tasks that contribute to the successful completion of investigations.	selects and uses strategies to perform tasks and monitors their contribution to the successful completion of investigations.	uses strategies as directed to perform tasks that contribute to the completion of investigations.

Criterion 4: use ethical sociological and psychological research methods

The learner:

Rating A	Rating B	Rating C
designs and conducts a primary research task, correctly applying ethical considerations	designs and conducts a primary research task within provided ethical parameters	conducts a primary research task as directed
creates a research design and locates and uses a wide range of information sources	locates and uses a range of information sources	uses a limited range of provided information sources
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	uses tools and strategies as directed to collect and organise information
sorts information into appropriate categories and identifies the relative significance of information to task	sorts information into appropriate categories	sorts information into simple categories (such as relevant/irrelevant to task or similar/dissimilar points of view)
creates accurate and comprehensive summaries of ideas and information presented in sources	creates summaries which capture most ideas and information presented in sources	creates summaries which capture some ideas and information presented in sources
reorganises quantitative and qualitative data into a wide range of formats	reorganises quantitative and qualitative data into a range of formats	presents provided quantitative and qualitative data in a limited range of formats
lists and categorises sources of information.	lists sources of information.	lists sources of information as directed.

Criterion 5: use evidence to draw sociological and psychological conclusions

The learner:

Rating A	Rating B	Rating C
argues a position on a social phenomenon and gives reasoned arguments in support of the position adopted	states a position on a social phenomenon and gives a valid reason in support of the position adopted	states a position on a social phenomenon and gives a reason in support of the position adopted

selects and applies a range of statistical processes to assess quantitative data to inform evidence-based conclusions	applies a limited range of statistical processes to interpret quantitative data to inform evidence-based conclusions	uses statistical processes to quantitative data as directed to support conclusions
uses evidence from a wide range of sources to argue a conclusion on a social phenomenon and identifies which aspects of the evidence are most significant	uses evidence from a range of sources when discussing a conclusion about a social phenomenon	uses evidence from a limited range of sources when outlining a conclusion about a social phenomenon
outlines differences between various types of evidence and their applicability	distinguishes between basic types of evidence – research findings, facts, opinion, observations, anecdotes	distinguishes between fact and opinion
explains personal points of view on a particular social phenomenon with evidence available and describes how personally held views or values have been reinforced or modified.	describes how a point of view on a particular social phenomenon conforms to, or varies from, personal values and beliefs and in what ways personally held views and values have been questioned or challenged.	identifies how a point of view on a particular social phenomenon conforms to, or varies from, personal values and beliefs.

Criterion 6: communicate sociological and psychological ideas, information, opinions, arguments and conclusions

The learner:

Rating A	Rating B	Rating C
communicates ideas and information in written form and oral/signed or multimodal form demonstrating fluency and consistent control of language and expression appropriate to the purpose and audience	communicates ideas and information in written form and oral/signed or multimodal form using clear and appropriate language and expression suited to the purpose and audience	communicates ideas and information in written form and oral/signed or multimodal form, demonstrating some control of language and expression
correctly spells common words and correctly uses punctuation and sentence structure to achieve effect (e.g. to highlight a point) in written communication	correctly spells common words and correctly uses punctuation and sentence structure to convey meaning	correctly spells most common words, and correctly uses simple punctuation and sentence structure to convey meaning
selects and uses appropriate graphs, tables, diagrams and mathematical representations to clearly present information	selects and uses graphs, tables, diagrams and mathematical representations to present information	uses simple graphs, tables, diagrams and mathematical representations to present information as directed
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	differentiates the information, images, ideas and words of others from the learner's own as directed
identifies the sources of information, images, ideas and words of others from the learner's own. Referencing conventions and methodologies are followed correctly	identifies the sources of information, images, ideas and words of others from the learner's own. Referencing conventions and methodologies are generally followed	identifies the sources of information, images, ideas and words of others from the learner's own, using conventions and methodologies as directed
creates appropriate reference lists/bibliographies.	creates reference lists/bibliographies.	creates reference lists/bibliographies as directed.

Qualifications Available

Introduction to Sociology and Psychology Level 2 (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 6 ratings.

The minimum requirements for an award in Introduction to Sociology and Psychology Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

A learner who otherwise achieves the ratings for an 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 Mrs Alison Smithies 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 2017.

Version History

Version 1 – Accredited on 17 June 2015 for use in 2016 to 2017. This course replaces Introduction to Sociology and Psychology (BHX215111) that expired on 31 December 2015.

Appendix 1

GLOSSARY

Term	Explanation
Apply	use or employ knowledge and skills in a particular situation
Assess	determine the value, significance or extent of (something)
Basic	essential or elementary
Clear	easy to understand, fully intelligible, without ambiguity; explicit
Communicate	convey information about, clearly reveal or make known
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

Term	Explanation
Describe	provide an account of characteristics or features
Discuss	talk or write about a topic, taking into account different issues and ideas
Distinguish	recognise point(s) of difference
Experimental research	operational independent and dependent variables; identification of extraneous and potential confounding variables; identification of control and experimental groups; reporting conventions
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	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
Logical	rational and valid; internally consistent

Term	Explanation
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 research task	collecting original data from primary sources by the researcher. It is often undertaken after the researcher has gained some insight into the issue by reviewing secondary research or by analysing previously collected primary data.
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
Process	a system of rules or principles for conducting activities
Provided	given

Term	Explanation
Range	a number of different things of the same general type; breadth
Reasoned	sound, well-grounded, considered and thought out
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
Sampling procedures	the process of selecting and allocating participants, e.g. 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 with 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
Simple	easy to understand and deal with; involving few elements, components or steps; obvious data or outcomes; may concern a single or basic aspect; limited or no relationships
Social inquiry	an active investigation that engages learners in the learning process through formulating questions and investigating widely to build new understanding, meaning and knowledge
Social phenomenon	social issues, topics, assumptions or values that will be investigated using the social inquiry approach
Sociological imagination	the ability of an individual to view circumstances from perspectives other than those based on personal experiences. It incorporates understanding social outcomes through an appreciation of social and historical contexts, participants, motivations, behaviours, values and actions. It allows us to understand difference, or at least the circumstances that have create difference.
Statistical processes	the ways in which data is examined 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.

Term	Explanation
Techniques of quantitative and qualitative data collection	observational studies, self-reports, surveys, questionnaires, interviews, rating scales, standardised and non-standardised tests
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
Tools and strategies	techniques used, such as note-taking and the use of graphic organisers
Valid	applicable, legitimate and defensible

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 2014) 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).