Introduction to Sociology and Psychology

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	BHX215118
COURSE SPAN	2018 — 2024
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2019. 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.

Course Description

Introduction to Sociology and Psychology Level 2, is an introduction to the disciplines of Sociology and Psychology, focusing on 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. The basic concepts and theoretical perspectives will be applied to develop understanding of psychological development and youth culture. Learners will also 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.

Aims

Introduction to Sociology and Psychology Level 2 aims to develop learners' understanding of:

- *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. 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; Sociology Level 3; Media Production Foundations Level 2; and Media Production Level 3.

Working with Children Level 2; Focus on Children Level 1, may act as pathways to Introduction to Sociology and Psychology. Years 9 & 10 *History*, *Civics and Citizenship* and *English* also provide skills applicable to the study of Introduction to Sociology and Psychology.

Introduction to Sociology and Psychology 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, education, social, health and community work, policing, journalism and media studies, 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 judgment 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

- Module 1 will be delivered first, followed by Module 2 and Module 3 in any order, then Modules 4 and 5, in any order
- Recommended percentage time spent on each module is specified in brackets
- *Learner-devised research will be approved by the teacher on behalf of the provider, prior to the learner commencing the inquiry*
- 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. Learners complete the **three (3)** compulsory modules, **one (1)** topic from Module 4 and **one (1)** topic from Module 5.

MODULES	COMPULSORY MODULES				ELECTIVE MODULES	
	1A	1B	2	3	4	5
Module Title	An Introduction to Sociology and Psychology Part A – What is Sociology? What is Psychology?	Part B – Research Methodology	Psychological Development	Socialisation & Youth Culture	**Sociology Topics** One (1) of **4A**: Social Stratification or **4B**: Sociology of Gender or **4C**: Family	**Psychology Topics** One (1) of **5A**: Communication or **5B**: Forensic Psychology or **5C**: Prosocial and Antisocial Behaviour
Recommended time (%)	15	15	20	20	15	15

COURSE DETAILS: COMPULSORY MODULES

MODULE 1: AN INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY (30%)

PART 1A – WHAT IS SOCIOLOGY AND PSYCHOLOGY? (15%)

The focus for Part A 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 practice 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 investigate later modules in the course, such as socialisation, self, culture, family, 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 and explain the relationship between an individual and various social groups, 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 relationships and inequality 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 of Sociology and Psychology
    - areas of study for Sociology and Psychology will include a brief overview of the following topics:
        - 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
- sociological and psychological practices used by practitioners 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
- apply the principles of academic integrity and use appropriate referencing and citation.

PART 1B – RESEARCH METHODOLOGY (15%)

The focus for Part B 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 engages in 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 of 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. Providers and teachers have a legal and moral responsibility to ensure that learners follow ethical principles at all times when undertaking such inquiries.

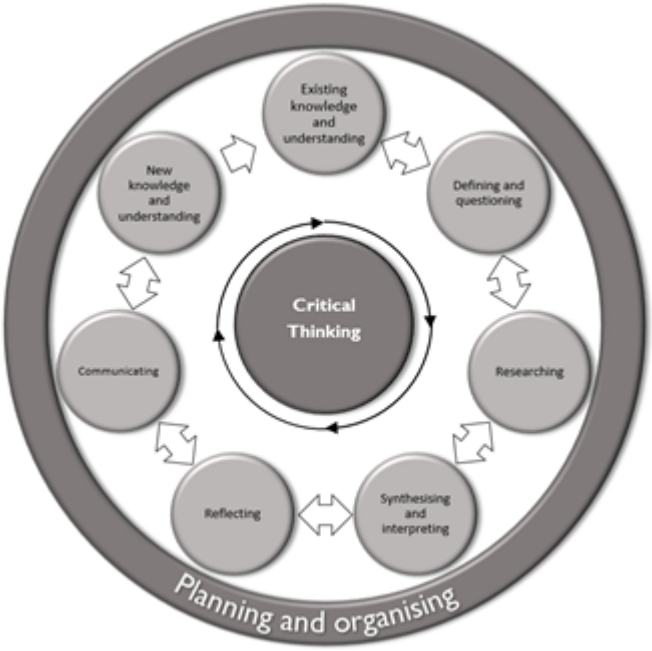
This course focuses on four key ethical considerations:

- 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 and table:



Source: Tasmania 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 is my research?
4. Synthesising and interpreting	• 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	• 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 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*.

*Learners may use a range of quantitative data that may include: surveys, questionnaires, secondary data (for example, Bureau of Statistics); representation of this data may include but is not limited to bar graphs, pie charts, histograms, tables, percentages.Learners may also collect secondary (and primary, where relevant) qualitative data. Main methods for collecting qualitative data may include interviews and observations.

WORK REQUIREMENTS: COMPULSORY MODULE 1

MODULE	FOCUS	REQUIREMENTS	MINIMUM RECOMMENDED WORD COUNT
Module 1A Introduction	Part A: What is Sociology? What is Psychology?	Part A: Short answer response(s) to: *What is Sociology? What is Psychology?* (May be PowerPoint, poster, blog post or other digital or multi-modal format)	300 - 400 words.
Module 1B	Part B: Research Methodology	Part B: Investigation in ethical research that may include investigating existing studies or ethical research proposals as well as basic practical investigation into learner designed studies in ethical research.	300 – 400 words

MODULE 2: LIFESPAN 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

Learners will investigate an overview of the following topics:

- What is lifespan development?
- stages of the lifespan – infancy, childhood, adolescence, early adulthood, middle age and old age
    - How do individual differences and personality develop?
    - 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.
- areas of lifespan development – physical, social, cognitive, emotional
- heredity and environmental factors influencing psychological development
    - interactionism – the interaction between heredity and environmental factors ('nature versus nurture') in influencing psychological development
- classic and contemporary theories – a brief overview of all topics and the key findings of at least two (2) of the following in detail:
- 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; Carol Gilligan

WORK REQUIREMENTS: COMPULSORY MODULE 2

In addition to any provider developed instruments, in Module 2 learners will use the social inquiry approach to investigate and apply critical thinking to a social phenomenon.

Learners will work individually **(not in groups)** to complete assessment tasks. Tasks may be scaffolded by the teacher. Learners will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. Learners will write a report that may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes.

COMPULSORY MODULE 2	FOCUS	REQUIREMENTS	MINIMUM RECOMMENDED WORD COUNT
Lifespan development	Investigate and report on one (1) of the lifespan stages by drawing upon one (1) of the theories of psychological development.	**At least two (2)** minor assessment tasks and **one (1)** major assessment task in the form of a report/research assignment. The report/ research assignment must be presented in written form. Other formats* may include: a poster**, or PowerPoint or an oral/signed presentation of 3 – 5 minutes or the equivalent in multimodal form. Posters may be produced electronically or in hard-copy format. They will be supported by documented information/data. Documentation of investigation will not exceed 600 words. • sub-headings may be used • bullet points, diagrams, tables, graphs and charts may be used • statistical analysis, where appropriate, is expected • definition of terms or appendices may be included in the word count • appendices will not be used in the word count. * NOTE: It is recommended that a range of formats be used by learners throughout the delivery of the course. ** NOTE: Not more than two (2) posters will be produced by learners in completing the work requirements of this course. Other formats will complement the format of responses to work requirements.	Major assessment task: 600 - 800 words. Minor assessment tasks: 100 – 200 words each

		Appropriate referencing must be used. See TASC's *Authenticity and Academic Integrity: A Guide*	

MODULE 3: SOCIALISATION and YOUTH CULTURE (20%)

This module introduces learners to the sociological concept of socialisation and the ways in which socialisation has changed, in Australia and globally. Learners examine the extent to which social, economic, and cultural changes have shaped the lives of people. They examine the beliefs, values, customs and practices of culture in comparison with other cultures in the broader Australian cultural context.

Studies may include cultures of other countries as a basis for understanding Australian cultural differences and ethnicities, contrasting with Australian society. 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 consider how the social construction of prejudice and stereotypes, including how stereotyping affects youth. They investigate the ways in which young people create their place and identity 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 may also investigate creative ideas on non-material aspects of life that promote well-being and are intrinsically rewarding, contributing to a sense of belonging in communities.

KEY CONTENT

Learners will investigate an overview of the following topics:

- socialisation
- the concept and place of social categories
- the social categories of youth and adolescence and how their definitions have changed over timekey factors leading to differences in the experience of being young:
    - ethnicity (including young Indigenous people), 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
- classic and contemporary theories – a brief overview of all topics and the key findings of at least two (2) of the following in detail:
    - C H Cooley (Looking Glass Self);
    - G H Mead (Three Stage Theory of Self)
    - Classic Theories of Deviance, Sutherland (Cultural Transmission Theory)
    - Hirshi (1969 Control Theory)
    - Lemert and Becker (1963) (1951 Labelling Theory)
    - Merton (Structural Strain theory, 1968)

WORK REQUIREMENTS: COMPULSORY MODULE 3

In addition to any provider developed instruments, in Modules 3 learners will use the social inquiry approach to investigate and apply critical thinking to a social phenomenon.

Learners will work individually **(not in groups)** to complete assessment tasks. Tasks may be scaffolded by the teacher. Learners will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. Learners will write a report that may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes.

COMPULSORY MODULE 3	FOCUS	REQUIREMENTS	MINIMUM RECOMMENDED WORD COUNT
Socialisation and Youth culture	Investigate and report on one (1) contemporary aspect of **youth culture**.	**At least two (2)** minor assessment tasks and **one (1)** major assessment task in the form of a report/ research assignment. The report/ research assignment must be presented in written form. Other formats* may include a poster**, or PowerPoint or an oral/signed presentation of 3 – 5 minutes or the equivalent in multimodal form. Posters may be produced electronically or in hard-copy format. They will be supported by documented	Major Assessment: 600 - 800 words Minor assessment tasks: 100 – 200 words each

		information/data. Documentation of investigation will not exceed 600 words. • sub-headings may be used • bullet points, diagrams, tables, graphs and charts may be used • statistical analysis, where appropriate, is expected • definition of terms may be included in the word count • appendices will not be used in the word count. * NOTE: It is recommended that a range of formats be used by learners throughout the delivery of the course. ** NOTE: Not more than two (2) posters will be produced by learners in completing the work requirements of this course. Other formats will complement the format of responses to work requirements. Appropriate referencing must be used. See TASC's *Authenticity and Academic Integrity: A Guide*	

ELECTIVE MODULES

One (1) topic will be selected from the list for Module 4 and one (1) from the list for Module 5. No more than one topic from each module will 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 learners to recognise these situations.

MODULE 4A: SOCIOLOGY (15%)

In Module 4 learners will choose **one** of:

Either

Module 4.A: Social Stratification

Or
Module 4.B: Sociology of Gender
Or
Module 4.C: Family

MODULE 4A: SOCIAL STRATIFICATION

Social stratification refers to the mechanisms in society that rank people in a hierarchy. Some groups of people in society have greater status and power. It is a universal trait, is evident in all societies but may manifest in variable ways and be more evident in some societies than others. Social stratification leads to inequality, may persist over successive generations or evolve due to significant societal change.

The focus for this module 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

Learners will investigate an overview of the following topics:

- core terms – agency, class, ideology, inequality, inequity, power, race, social mobility, social stratification, status, socioeconomic status
- the nature of social stratification in Australia
- core theories include but are not limited to:
    - conflict (Marx)
        - feminist e.g. Marxist, liberal, radical (Habermas; de Beauvoir; Steinem; Arendt)
        - interactionist e.g. Labelling (Mead, Blumer)
        - white race privilege e.g. the social construction of whiteness (Giddens)
    - functionalist (Spencer; Durkheim; Parsons; Merton)
    - Weberian (theory of stratification)

Learners will investigate a *brief overview* of the key findings of the core theories and **at least one (1)** of the theories in detail: **At least one (1)** theorist will be referenced in investigating Module 4A.

Refer to reference list for recommended resources.

MODULE 4B: SOCIOLOGY OF GENDER

Sociology of gender looks at the social construction of gender and how gender interacts with other social forces in society such as race, class, religion, culture and sexuality.

This module focuses on the social construction of gender, how differentiated gender role socialisation is a dimension of inequality and how individuals develop their perception of gender roles within culturally established designations between masculine and feminine behaviours. From an early age people are socialised by family, society, religious leaders, peer groups and the wider community to behave and express their identity in certain ways. Media and popular culture also play an important role in communicating gender identity. This process may limit life chances as it channels individuals into narrow, traditional gender roles and fails to embrace the diversity of the modern world.

KEY CONTENT

Learners will investigate an overview of the following topics:

- core terms and concepts – primary, secondary and tertiary socialisation, agents of socialisation, alternative sexualities, androgynous, biological, chromosome, embryo, environment, female and male, feminine and masculine, gender and sex, gender-differentiated play, gender re-assignment, gender identity, gender roles, gender socialisation, gender stereotypes, causes and consequences of gender inequality, heredity, intersex condition, heterosexual, homosexual, identity formation, maturation, sex-based crimes, sexual orientation, transgender surgery
- core theoretical perspectives and theorists may include but are not limited to:
    - sociobiological perspectives – evolutionary theory (Darwin; Wallace)
    - functionalist e.g. instrumental and expressive gender roles (Spencer; Durkheim; Parsons)o feminist e.g. the reproduction of mothering (Chodorow)
    - masculinity e.g. cross-cultural concepts of masculinity (Connell)

Learners will investigate a brief overview of the key findings of the core theoretical perspectives and at least one (1) of the theoretical perspectives *in detail*: **At least one (1)** theorist will be referenced in investigating Module 4B. Learners may access resources from the Australian Institute of Family Studies; Australian Bureau of Statistics; McCrindle Research.

MODULE 4C: FAMILY

Learners will investigate the social institution of family in this module.

The notion of 'family' is a social phenomenon that has significance in the history of human society. Family is defined by the relationships and structures that characterise it as an institution including marriage and economic, legal and ethical practices. Family is a community of people that have, traditionally, been related by blood, however over time the nature of family has changed. Family is characterised by a stable set of values, norms, attitudes, and behaviours.

There is also a complex relationship between family and the norms of society. Family ensures the continuity of society and a range of factors have contributed to change. Group behaviour within society is impacted by social, economic and cultural conditions of family.

Sociological studies look at the analysis of family including the nature of family, family life, the structure or organisation of family, norms of behaviour, moral responsibility of family and the relationship of family to society.

Specific methodologies are used in the analysis of families. Learners will undertake investigations in Module 4C on the nature of 'family'.

KEY CONTENT:

- pre-modern family and the role of religion in the formation of family
- the family as a social institution today
    - demographics
    - roles of family members
    - gender and acceptance of difference
    - reliance of members of family on each other – impact on structure.
- social equality
    - economic level and mobility of family.
- social bans e.g. interracial marriage (historically)
- interactions of family with other social institutions
- diversity of family structure – what factors impact on the structure of family?
- life chances; a social science theory of the opportunities each individual has to improve their quality of life social issues and their impact on family in Australia's society
- change in society impacting on the nature and characteristics of family
- impact of socialisation on children
- core theoretical perspectives and theorists may include but are not limited to:
    - functionalism (Herbert Spencer, Emile Durkheim, Talcott Parsons, and Robert Merton)
    - conflict theory (Marx)
    - exchange theory (Homans; Blau)
    - tructuration theory (Giddens)
    - individualisation (U and E Beck-Gernsheim)
    - feminist perspectives on the family (may include Liberal Feminists, Marxist Feminists and Radical Feminists.)

Learners will investigate a brief overview of the key findings of the core theoretical perspectives and **at least one (1)** of the theoretical perspectives *in detail*: **At least one (1)** theorist will be referenced in investigating Module 4C.Learners may access resources from the Australian Institute of Family Studies; Australian Bureau of Statistics; McCrindle Research.

WORK REQUIREMENTS: MODULE 4

In addition to any provider developed instruments, in Module 4 learners will use the social inquiry approach to investigate and apply critical thinking to a social phenomenon. Learners may work independently, in pairs or in small groups (not more than three).

Learners work collaboratively, as appropriate. They will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. Learners will write a report that may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes.

Learners respond to **one (1)** topic only in Module 4.

<table>
<tr><th>ELECTIVE MODULE 4

(Learner responds to one (1) topic only*)</th><th>FOCUS</th><th>REQUIREMENTS</th><th>MINIMUM RECOMMENDED WORD COUNT</th></tr>
<tr><td>Module 4 Electives

One (1) of:</td><td></td><td rowspan="4">The requirement for ALL elective topics will be one (1) major assessment task in the form of a report/ research assignment.

The report/ research assignment must be presented in written form.

Documentation of investigation will not exceed 800 words.

• sub-headings may be used
• bullet points, diagrams, tables, graphs and charts may be used
• statistical analysis, where appropriate, is expected
• definition of terms maybe included in the word count
• appendices will not be used in the word count.

Appropriate referencing must be used. See TASC's Authenticity and Academic Integrity: A Guide.</td><td rowspan="4">Major assessment task:

600 - 800 words.

Learners respond to ONE topic only</td></tr>
<tr><td>4A: Social Stratification</td><td>4A: Investigate and report on one (1) contemporary example of inequality by drawing upon one (1) of the core theories.</td></tr>
<tr><td>OR
4B: Sociology of Gender</td><td>4B: Investigate and report on one (1) aspect of gender role or identity.</td></tr>
<tr><td>OR
4C: Family</td><td>4C: Investigate and report on one (1) contemporary aspect of family.</td></tr>
</table>

MODULE 5: PSYCHOLOGY (15%)

In Module 5 learners will choose one of:

Either

Module 5.A: Communication
Or
Module 5.B: Prosocial and Antisocial Behaviour
Or
Module 5.C: Forensic Psychology

MODULE 5A: COMMUNICATION

This module focuses on how humans communicate including language and non-verbal communication (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.

Communication allows people to share thoughts, ideas, feelings, concepts and is an essential skill for functioning in society. Communication there is a process of coding (formulating the message in an appropriate and relevant way) and decoding the message (which may be verbal and non-verbal), a process of arriving at an understanding of what the message means.

In this module learners will investigate forms of communication, including language and non-verbal communication, its value and the impact of cultural differences on understanding communication.

KEY CONTENT

Learners will investigate an overview of the following topics:

- core terms and concepts – language, first impressions, gazing, gestures, haptics, kinetics, paralinguistics, personal space, posture, proxemics, signs, symbols
- the nature of communication
- how language is developed
- definition and importance of non-verbal communication
- creating impressions
    - first impressions
    - creating and maintaining a positive impression.
- the role of non-verbal communication in interpersonal relationships
- whether communication is universal or culturally dependent
- core theoretical perspectives and theorists may include but are not limited to:
    - facial expressions (Darwin; Ekman; Friesan)
    - gestures and signs (Hewes)
    - paralinguistics (Crystal and Mehrabian)
    - body language and posture; kinesics (Darwin; Birdwhistell; Ekman; Friesan)
    - proxemics (closeness and personal space) (Hall)
    - haptics (touching) (Lowenfeld)
    - appearance (Trevarthan; Gallagher; Stern (Interaction Appearance theory)).

Learners will investigate a *brief overview* of the key findings of the core theoretical perspectives and **at least one (1)** of the theoretical perspectives *in detail*: **At least one (1)** theorist will be referenced in investigating Module 5A.

MODULE 5B: PROSOCIAL AND ANTISOCIAL BEHAVIOUR

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

Prosocial behaviour incorporates voluntary behaviour that is intended to help others. This module will explore prosocial behaviour and the actions or patterns of behaviour, including altruism (the desire to help others with no expectation of reward) but may also be performed for a variety of reasons including selfish and manipulative reasons. Learners will also look at the elements of behaviour that social psychologists have identified to predict behaviour.

Prosocial behaviour is evident in young children but changes in expression and frequency as the child develops. The likelihood of expressing prosocial behaviour is affected by a range of factors including socialisation, heredity and situational factors.

Antisocial behaviour causes alarm, distress, harm, harassment, hostility or aggression to one or more persons. This type of behaviour exists on a continuum of severity that violates social rules, the rights of others and defies authority. It is a pattern of coercive behaviour and can be identified early in children's lives and if unchecked may escalate into a chronic behavioural disorder.

Learners will investigate the nature of prosocial and antisocial behaviour, create definitions and investigate how these forms of behaviour are interpreted by theorists.

KEY CONTENT

Learners will investigate an overview of the following topics:

- 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 theoretical perspectives and theorists may include but are not limited to:
    - bystander effect/diffusion of responsibility (Darley and Latané, Piliavin)
    - frustration/aggression hypothesis (Dollard and Miller)
    - cost benefit analysis (Berkowitz)
    - in group theory (Asch, Zimbardo)
    - empathy (Batson).

Learners will investigate a *brief overview* of the key findings of the core theoretical perspectives and **at least one (1)** of the theoretical perspectives *in detail*.

At least one (1) key theorist will be referenced in investigating Module 5B.

MODULE 5C: FORENSIC PSYCHOLOGY

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

Forensic psychologists apply scientific knowledge, theory and skills to the practice of the legal and criminal justice system in the forensic setting. This may include the application of clinical skills to assessment, treatment and evaluation of forensic settings as well as the application of cognitive and social psychology to legal questions e.g. eyewitness identification. It involves the psychological assessment of people who are connected with forensic evidence associated with legal contexts.

Forensic psychologists may analyse threat assessments, competency evaluations, counselling to victims of crime, assessment of post-traumatic stress disorder, evaluation of treatment programmes for juvenile and adult offenders and expert witness testimony.

KEY CONTENT

Learners will investigate an overview of the following topics:

- 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 – learners investigate an overview of the key findings of the following and at least one (1) of the following core theories. Theories and theorists include but are not limited to:
    - eye-witness testimony (Bartlett, Loftus)
    - memory and attribution bias (Heider)
    - profiles and profiling (Canter)
    - serial killers (Godwin, Davidson, Hare)
    - juries (Asch).

At least one (1) key theorist will be referenced in investigating Module 5C.

WORK REQUIREMENTS: MODULE 5

In addition to any provider developed instruments, in Module 5 learners will use the social inquiry approach to investigate and apply critical thinking to a social phenomenon.

Learners may work **independently, in pairs or in small groups** (not more than three).

Learners work collaboratively, as appropriate. They will make a decision regarding the social phenomenon to be investigated and support the decision with logical argument. Learners will write a report that may be in response to observations made and conclusions drawn from various sources, including case studies, research or experimental outcomes. Learners respond to **one (1)** topic only in Module 5.

<table>
<tr><th>ELECTIVE MODULE 5

(Learners respond to one (1) topic only)</th><th>FOCUS</th><th>REQUIREMENTS</th><th>MINIMUM RECOMMENDED WORD COUNT</th></tr>
<tr><td>Module 5 Electives

One (1) of:</td><td></td><td rowspan="4">The requirement for ALL elective topics will be one (1) major assessment task in the form of a report/ research assignment.

The report/ research assignment must be presented in written form.

Documentation of investigation will not exceed 800 words.

• sub-headings may be used
• bullet points, diagrams, tables, graphs and charts may be used
• statistical analysis, where appropriate, is expected
• definition of terms maybe included in the word count
• appendices will not be used in the word count.

Appropriate referencing must be used. See TASC's Authenticity and Academic Integrity: A Guide.</td><td rowspan="4">Major assessment task:

600 - 800 words.

Learners respond to ONE topic only</td></tr>
<tr><td>EITHER

5A: Non-verbal communication</td><td>Investigate and report on three (3) of the types of non-verbal communication in Australia and their importance in other cultures.</td></tr>
<tr><td>OR
5B: Prosocial and Antisocial Behaviour</td><td>Investigate and report on one (1) contemporary aspect of EITHER prosocial behaviour OR antisocial behaviour.</td></tr>
<tr><td>OR
5C: Forensic Psychology</td><td>Investigate and report on EITHER a criminal OR a criminal case.</td></tr>
</table>

Work Requirements

WORK REQUIREMENTS: SUMMARY

MODULE 1	FOCUS	REQUIREMENTS	MINIMUM RECOMMENDED WORD COUNT
Module 1A Introduction	Part A: What is Sociology? What is Psychology?	Part A: Short answer response(s) to: *What is Sociology? What is Psychology?* (May be PowerPoint, poster, blog post or other digital or multi-modal format)	300 - 400 words.
Module 1B	Part B: Research Methodology	Part B: Investigation in ethical research that may include investigating existing studies or ethical research proposals as well as basic practical investigation into learner designed studies in ethical research.	300 – 400 words

MODULE 2	FOCUS	REQUIREMENTS	MINIMUM RECOMMENDED WORD COUNT
Lifespan development	Investigate and report on one (1) of the lifespan stages by drawing upon one (1) of the theories of psychological development.	**At least two (2)** minor assessment tasks and **one (1)** major assessment task in the form of a report/research assignment. The report/ research assignment must be presented in written form. Other formats* may include: a poster**, or PowerPoint or an oral/signed presentation of 3 – 5 minutes or the equivalent in multimodal form. Posters may be produced electronically or in hard-copy format. They will be supported by documented information/data. Documentation of investigation will not exceed 600 words. • sub-headings may be used	Major assessment task: 600 - 800 words. Minor assessment tasks: 100 – 200 words each

		• bullet points, diagrams, tables, graphs and charts may be used • statistical analysis, where appropriate, is expected • definition of terms or appendices may be included in the word count • appendices will not be used in the word count. * NOTE: It is recommended that a range of formats be used by learners throughout the delivery of the course. **NOTE: Not more than two (2) posters will be produced by learners in completing the work requirements of this course. Other formats will complement the format of responses to work requirements. Appropriate referencing must be used. See TASC's *Authenticity and Academic Integrity: A Guide*	

MODULE 3	FOCUS	REQUIREMENTS	MINIMUM RECOMMENDED WORD COUNT
Socialisation and Youth culture	Investigate and report on one (1) contemporary aspect of **youth culture**.	**At least two (2)** minor assessment tasks and **one (1)** major assessment task in the form of a report/ research assignment. The report/ research assignment must be presented in written form. Other formats* may include a poster**, or PowerPoint or an oral/signed presentation of 3 – 5 minutes or the equivalent in multimodal form. Posters may be produced electronically or in hard-copy format. They will be supported by documented information/data. Documentation of investigation will not exceed 600 words. • sub-headings may be used • bullet points, diagrams, tables, graphs and charts may be used • statistical analysis, where appropriate, is expected • definition of terms may be included in the word count • appendices will not be used in the word count. * NOTE:It is recommended that a range of formats be used by learners throughout the delivery of the course.	Major Assessment: 600 - 800 words Minor assessment tasks: 100 – 200 words each**S**

		**NOTE: Not more than two (2) posters will be produced by learners in completing the work requirements of this course. Other formats will complement the format of responses to work requirements. Appropriate referencing must be used. See TASC's *Authenticity and Academic Integrity: A Guide*	

MODULE 4 (Learner responds to one (1) topic only*)	**FOCUS**	**REQUIREMENTS**	**MINIMUM RECOMMENDED WORD COUNT**
Module 4 Electives One (1) of:		The requirement for **ALL** elective topics will be **one (1)** major assessment task in the form of a report/ research assignment. The report/ research assignment must be presented in written form. Documentation of investigation will not exceed 800 words. • sub-headings may be used • bullet points, diagrams, tables, graphs and charts may be used • statistical analysis, where appropriate, is expected • definition of terms maybe included in the word count • appendices will not be used in the word count. Appropriate referencing must be used. See TASC's *Authenticity and Academic Integrity: A Guide*.	Major assessment task: 600 - 800 words. Learners respond to ONE topic only
4A: Social Stratification	4A: Investigate and report on one (1) contemporary example of inequality by drawing upon one (1) of the core theories.		
OR 4B: Sociology of Gender	4B: Investigate and report on one (1) aspect of gender role or identity.		
OR 4C: Family	4C: Investigate and report on one (1) contemporary aspect of family.		

MODULE 5 (Learners respond to one (1) topic only)	**FOCUS**	**REQUIREMENTS**	**MINIMUM RECOMMENDED WORD COUNT**
Module 5 Electives		The requirement for **ALL** elective topics will be **one (1)** major assessment task in the	Major assessment task:

One (1) of:		form of a report/ research assignment. The report/ research assignment must be presented in written form. Documentation of investigation will not exceed 800 words. • sub-headings may be used • bullet points, diagrams, tables, graphs and charts may be used • statistical analysis, where appropriate, is expected • definition of terms maybe included in the word count • appendices will not be used in the word count. Appropriate referencing must be used. See TASC's *Authenticity and Academic Integrity: A Guide*.	600 - 800 words. Learners respond to ONE topic only
EITHER 5A: Non-verbal communication	Investigate and report on three (3) of the types of **non-verbal communication** in Australia and their importance in other cultures.		
OR 5B: Prosocial and Antisocial Behaviour	Investigate and report on **one (1)** contemporary aspect of **EITHER** prosocial behaviour **OR** antisocial behaviour.		
OR 5C: Forensic Psychology	Investigate and report on **EITHER** a criminal **OR** a criminal case.		

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. Find more about quality assurance processes and assessment information, or see the TASC Senior Secondary Handbook.

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 – Each provider will submit bodies of learners' work sufficient to allow an assessment against a nominated range of criteria and the overall award to an annual review meeting organised by TASC. The work, while not necessarily fully resolved, will be assessed by the provider against the range of nominated assessment criteria and the overall award. TASC will give each provider guidance regarding the selection of learners and the nominated criteria.

Each body of learner work that providers submit to the meeting will include sufficient and appropriate material for judgements to be made about the learner's standard of literacy skills. The review meeting will give advice about the provider's assessment standards. Providers are expected to act on this advice.

TASC may require providers to supply further samples of individual learners' work to determine that standards have been applied appropriately when finalising learners' results. The nature and scope of this requirement will be risk-based.

Criteria

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

1. describe and use sociological terms, concepts, theories and ideas
2. describe 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
7. use resources and organisational strategies.

Standards

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

describe and use sociological terms, concepts, theories and ideas

Rating A	Rating B	Rating C
explains and correctly uses a wide range of sociological terms, concepts and ideas	describes and correctly uses a range of sociological terms, concepts and ideas	outlines and correctly uses a limited range of sociological terms, concepts and ideas
explains a wide range of sociological theories	describes a range of sociological theories	outlines a limited range of sociological theories
provides basic analysis * of the principles of sociological research	describes and uses basic principles of sociological research	lists and provides basic explanations for principles of sociological research
describes complex relationships between related facts, ideas and theories	describes connections between related facts, ideas and theories	outlines connections between related facts, ideas and theories
correctly uses a wide range of sociological terms, concepts and theories when discussing a range of real-life situations.	correctly uses a range of sociological terms, concepts or theories when describing real-life situations.	correctly uses a limited range of sociological terms, concepts or theories when identifying real-life situations.

*basic analysis: to assess and provide understanding on a concept, theory, idea or position; explains the context, purpose and rationale of an argument or position; may refer to analysis with limited supporting evidence

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

Related to the study of psychology, the learner:

Rating A	Rating B	Rating C
explains and correctly uses a wide range of psychological terms and ideas	describes and correctly uses a range of psychological terms, concepts and ideas	outlines and correctly uses a limited range of psychological terms, concepts and ideas
explains a wide range of psychological theories	describes a range of psychological theories	outlines a limited range of psychological theories
provides basic analysis* of principles of psychological research	describes basic principles of psychological research	lists and provides basic explanations for principles of psychological research
describes the complex relationships between related facts, ideas and theories	describes connections between related facts, ideas and theories	outlines connections between related facts, ideas and theories
correctly uses a wide range of psychological terms, concepts and theories when discussing a range of real-life situations.	correctly uses a range of psychological terms, concepts or theories when describing real-life situations.	correctly uses a limited range of psychological terms, concepts or theories when identifying real-life situations.

*basic analysis: to assess and provide understanding on a concept, theory, idea or position; explains the context, purpose and rationale of an argument or position; may refer to analysis with limited supporting evidence.

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

The learner:

Rating A	Rating B	Rating C

composes and provides rationale for inquiry questions and hypotheses that have clarity and appropriate scope	composes and provides basic rationale for simple inquiry questions and hypotheses that have clarity and appropriate scope	composes basic inquiry questions and hypotheses that have clarity and appropriate scope
creates appropriate and relevant research plans to undertake investigations	creates appropriate and relevant research plans to undertake investigations, seeking assistance when required	creates appropriate and relevant research plans and undertakes investigations, as directed
sets and implements short, medium and long-term goals that are measurable, achievable and realistic	sets and implements short and medium-term goals that are measurable, achievable and realistic	sets and implements short-term goals that are measurable, achievable and realistic and plans long term goals with assistance
reflects on progress using oral and written communication towards meeting goals and timelines, and assesses impact on goals and plans	reflects on progress using oral and written communication towards meeting goals and timelines and suggests ways for future action	reflects on progress using oral and written communication towards meeting goals and timelines in a constructive manner
plans future actions, effectively adjusting goals and plans when necessary.	plans future actions, adjusting goals and plans with assistance.	plans future actions, effectively adjusting goals and plans as directed.

Criterion 4: use ethical sociological and psychological research methods

Rating A	Rating B	Rating C
designs and conducts a primary research task, effectively applying ethical considerations	designs and conducts a primary research task within provided ethical parameters	conducts a primary research task within provided ethical parameters, as directed
uses a wide range of relevant primary and secondary sources	uses a range of relevant primary and secondary sources	uses a limited range of relevant primary and secondary sources
selects and uses highly relevant tools and strategies to collect and organise information	selects and uses 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 and relevance 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 providing basic analysis of ideas and information presented in sources	creates summaries which describe ideas and information presented in sources	creates summaries which capture basic ideas and information presented in sources
collects, interprets and organises quantitative and qualitative data in a wide range of relevant formats	collects, interprets and organises quantitative and qualitative data into a range of relevant formats	collects, organises and presents quantitative and qualitative data in a limited range of relevant 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 provides reasoned arguments in support of the position adopted	states a position on a social phenomenon and provides rationale for the position adopted	states a position on a social phenomenon and provides

		basic rationale for 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 interpret quantitative data - as directed - to support conclusions
uses evidence from a wide range of sources to argue a conclusion on a social phenomenon	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
assesses relevance and reliability of evidence	assesses relevance and reliability of evidence with assistance	identifies strengths and weaknesses in relevance and reliability of evidence
outlines differences between various types of appropriate and relevant evidence*	distinguishes between basic types of appropriate and relevant evidence*	distinguishes between fact and opinion, providing some evidence* of differentiation
explains how evidence on a particular social phenomenon conforms to, or varies from personal values and beliefs, and explains the ways in which personally held views and values have been reinforced or challenged.	describes how evidence on a particular social phenomenon conforms to, or varies from, personal values and beliefs and describes the ways in which personally held views and values have been reinforced or challenged.	identifies and outlines how evidence on a particular social phenomenon conforms to, or varies from, personal values and beliefs.

*Evidence may include research findings, facts, opinion, observations, anecdotes.
This may refer to a range of quantitative data from surveys, questionnaires, secondary data (for example, Bureau of Statistics) and the research of others; representation of this data may include but is not limited to bar graphs, pie charts, histograms, tables, percentages.

Learners may also refer to secondary (and primary, where relevant) qualitative data. Main methods for collecting primary qualitative data may include interviews and observations.

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

Rating A	Rating B	Rating C
selects and effectively uses relevant formats to structure ideas and compose arguments in written responses	correctly uses basic formats to structure ideas and compose arguments in written responses	correctly uses provided structural formats to compose arguments in written responses
communicates ideas and information in written and oral/signed or multimodal form using fluent and language and expression appropriate to the purpose and audience	communicates ideas and information in a range of written and oral/signed or multimodal form using clear and appropriate language and expression appropriate to the purpose and audience	communicates ideas and information in a limited range of written and oral/signed or multimodal form, using basic language and expression appropriate to the purpose and audience
accurately spells common vocabulary and terminology and correctly uses punctuation and sentence structure with precision to convey meaning	accurately spells common vocabulary and terminology and correctly uses punctuation and sentence structure to convey meaning	accurately spells basic vocabulary and correctly uses simple punctuation and sentence structure to convey meaning
selects and uses appropriate graphs, tables, diagrams and mathematical representations to clearly and effectively present information	selects and uses graphs, tables, diagrams and mathematical representations to clearly present information	uses simple graphs, tables, diagrams and mathematical representations to present information as directed

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	differentiates the information, images, ideas and words of others from the learner's own, as directed
uses provided referencing conventions and methodologies correctly	uses provided referencing conventions and methodologies correctly	uses referencing conventions and methodologies as directed
uses reference lists/bibliographies.	uses provided reference lists/bibliographies.	uses reference lists/bibliographies as directed.

Criterion 7: use resources and organisational strategies.

Rating A	Rating B	Rating C
effectively manages time, resources and equipment needed to undertake inquiries	manages time, resources and equipment needed to undertake inquiries	uses time, resources and equipment needed to undertake inquiries, as directed
selects and uses a range of relevant primary and secondary sources to respond to inquiry questions	selects and uses a limited range of relevant primary and secondary sources to respond to inquiry questions	uses relevant primary and secondary sources - as directed - to respond to inquiry questions
selects and uses a range of appropriate and relevant data and information to respond to inquiry questions	selects and uses a range of appropriate and relevant data and information to respond to inquiry questions	selects and uses a limited range of appropriate and relevant data and information to respond to inquiry questions
uses technology and effective research strategies to find innovative solutions to questions and problems associated with inquiry	uses technology and basic research strategies to find solutions to questions and problems associated with inquiry	uses technology and prescribed research strategies to find solutions to questions and problems associated with inquiry
effectively manages and completes inquiries and responses within proposed timelines.	manages and completes inquiries and responses within proposed timelines.	completes inquiries and responses within proposed timelines, 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 7 ratings.

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

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A', 2 'B' ratings

HIGH ACHIEVEMENT (HA)
3 'A', 3 'B', 1 'C' ratings

COMMENDABLE ACHIEVEMENT (CA)
4 'B', 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
4 '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 forward 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 original contribution of Mrs Alison Smithies in the development of this course and the significant leadership of Dr. Hottes in this updated 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 has been renewed from 1 January 2022 until 31 December 2024.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 13 August 2017 for use in 2018. This course replaces BHX215116 Introduction to Sociology and Psychology that expired on 31 December 2017.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2024, without amendments.

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
compose	write, create, devise, formulate, propose inquiry questions and hypotheses; may refer to the whole or specified parts (elements of) investigations
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, notions or element
critical thinking	the objective analysis and evaluation of an issue in order to form a judgement; provides reasons for selecting a process and its relative merit
basic analysis	an examination of the elements or structure of something; provides understanding of the elements; not just a list
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
ethical	the principles for the ethical conduct in research; relating to moral principles
evidence	the available body of facts or information indicating whether a proposition relating to sociological and psychological investigation is true or valid
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
identify	establish or indicate who or what something is
implement	to use a research tool or strategy, including goal setting, for the purpose of investigating sociological and psychological inquiries
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
innovative	devising and using original and creative solutions to problems associated with inquiries; may relate to process used to gather quantitative and qualitative data

issue	a point in question or a matter that is subject to debate
logical	rational and valid; internally consistent
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
phenomenon	a fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question or the subject of investigation
process	a system of rules or principles for conducting activities
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 persons directly involved in an inquiry, mainly generated through the gathering of first-hand experiences, such as surveys and interviews
provided	given
qualitative	relating to, measuring, or measured by the *quality* of something rather than its quantity
quantitative	relating to, measuring, or measured by the quantity of something, rather than its quality; relating to data derived from observational studies, self-reports, surveys, questionnaires, interviews, rating scales, standardised and non-standardised tests
range	a number of different things of the same general type; breadth
reasoned	sound, well-grounded, considered and thought out
recommentation	a proposal for an appropriate course of action
reflect	to think deeply about a topic; give thought to, consider, give consideration to, review or contemplate with a view to assessing value
relationship	the connection or association between ideas, information or components of concepts and theories
relevant	applicable and pertinent
reliability	the quality of evidence being trustworthy or of performing consistently well within the parameters of the study; the degree to which the results, measurement, calculation, or specification can be depended on to be accurate
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 created difference
statistical processes	the ways in which data is examined to interpret meaning, making generalisations and extrapolate tends using mathematical and statistical procedures. These include measures or correlation and probability - central tendency including mean, median and mode; spread of scores including standard deviation and variance; frequency distribution showing bimodal, normal and skew (positive and negative) distributions; scatter plots and correlation
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 expressions 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

References:

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Hofstede, G. (1997), Cultures and Organizations: Software of the mind, New York: McGraw Hill.

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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 (www.utas.edu.au/research-admin/integrity-and-ethics/human-ethics/about-human-research-ethics)
- 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), available from the NHMRC website (www.nhmrc.gov.au/guidelines/publications/e72)
- the *Australian Privacy Principles* (March 2014) available from the website of the Office of the Australian Information Commissioner (www.oaic.gov.au/images/documents/privacy/privacy-resources/privacy-fact-sheets/privacy-fact-sheet-17-australian-privacy-principles_2.pdf)
- the Code of Ethics of the Australian Psychological Society (APS), available from the APS website (www.psychology.org.au/about/ethics).

Appendix 3

Line of Sight

Learning Outcomes	Criteria	Criteria Standard Elements	Content
identify sociological terms, concepts, ideas and theories, relating them to social change over time and an individual's attachment to social structures within society	C1 - describe and use sociological terms, concepts, theories and ideas	C1 - ALL standard elements; C7 - E2	Modules 1, 3 and 4
identify psychological terms, concepts, ideas and theories, relating them to human behaviour and individual experiences	C2- describe and use psychological terms, concepts, theories and ideas	C2 - all standard elements; C7 - E2	Modules 1, 2 and 5
apply basic sociological and psychological ideas, practices, processes and concepts and inquiry skills to investigate contemporary social phenomena	C3 -apply inquiry skills to plan and undertake investigations into contemporary social phenomena C4 -use ethical sociological and psychological research methods C7 - use resources and organisational strategies	C3, C4, C7 - all standard elements	Modules 2, 3, 4 and 5
use scientific research methods applicable to sociology and psychology to ethically collect and interpret empirical evidence (research data)	C3 -apply inquiry skills to plan and undertake investigations into contemporary social phenomena C4 - use ethical sociological and psychological research methods C7 - use resources and organisational strategies	C3, C4, C7- all standard elements	Modules 1, 4 and 5
use quantitative data, information, ideas, theories and the relationships between them to support points of view and inform evidence-based conclusions	C5 - use evidence to draw sociological and psychological conclusions C7 - use resources and organisational strategies C1 - describe and use sociological terms, concepts, theories and ideas C2- describe and use psychological terms, concepts, theories and ideas	C5, C7 - all standard elements C1, C2 - all standard elements	ALL modules
communicate basic sociological and psychological ideas, information, opinions, arguments and conclusions	C6 - communicate sociological and psychological ideas, information, opinions, arguments and conclusions	C6 - all standard elements	ALL modules

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