

PSYCHOLOGY (BHP315116)

External Assessment Specifications

External Assessment Specifications inform the development of external assessments. The primary audience for this document is the course Setting Examiner and Exam Critics. It may also be of use to teachers and students.

These specifications must be read in conjunction with the Course Document on the TASC website.

The external assessment consists of two components:

- Written exam
- Investigation Project

TOPIC ROTATION SCHEDULE

Year	IP (Folio)	Exam Section A	Exam Section B	Exam Section C
Assessment criteria	Topic based criterion plus Criteria 6 and 8	Topic based criterion plus Criterion 7	Topic based criterion plus Criterion 7	Topic based criterion plus Criterion 7
2026	Psychobiological Processes (Criterion 2)	Human Learning (Criterion 3)	Remembering (Criterion 4)	Individual Differences (Criterion 1)
2027	Human Learning (Criterion 3)	Remembering (Criterion 4)	Individual Differences (Criterion 1)	Psychobiological Processes (Criterion 2)
2028	Remembering (Criterion 4)	Individual Differences (Criterion 1)	Psychobiological Processes (Criterion 2)	Human Learning (Criterion 3)
2029	Individual Differences (Criterion 1)	Psychobiological Processes (Criterion 2)	Human Learning (Criterion 3)	Remembering (Criterion 4)

WRITTEN EXAM STRUCTURE

The written exam is THREE hours.

Students will have an additional 15-minute preparation time during which students can take notes on the note paper provided and highlight any key words in the exam booklet during the allocated time. Students will not be permitted to start their exam until advised by the Exam Supervisor.

The written exam includes THREE sections.

The criteria to be externally assessed are:

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

And three of the following criteria (refer to topic rotation)

Criterion 1: analyse theories about individual differences

Criterion 2: analyse perspectives about psychobiological processes

Criterion 3: analyse theories about human learning

Criterion 4: analyse theories about remembering

SPECIFIC MATERIALS AND EQUIPMENT APPROVED FOR USE BY STUDENTS

There is no external Information Sheet for this course.

ASSESSMENT

All criteria are assessed using extended ratings of A+, A, A-, B+, B, B-, C+, C, C-, t+, t, t- or z. Note that a C- is a low C, in that it just meets the standards for a C but is not a t.

A set of solutions or potential content for each question will be developed by the Setting Examiner, provided to markers at the marking meeting that follows the external written examination; and will be available from TASC in the following year.

The marking tool will be developed by the Marking Coordinator and provided to markers at the marking meetings.

The external assessment must include items that, separately or together, give opportunities to demonstrate the standards from rating C to rating A.

Final results will be awarded as a rating of A, B, C, t or z in the above criteria. These ratings are used in determining the final award according to the algorithm in the course document.

SECTION: INDIVIDUAL DIFFERENCES

Structure

- This section will take students approximately 60 minutes to respond to.
- Students will respond to ONE question from THREE options.
- This section will address course content from Module 2 – Individual Differences.

Assessed Criteria

- Criterion 1 analyse theories about individual differences (Elements 2, 4 and 5).
- Criterion 7 use evidence to support a psychological point of view (Elements 1, 2, 3 and 6).

Nature of Questions

Students will respond to ONE question on EITHER:

- Gender
OR
- Intelligence
OR
- Personality

SECTION: PSYCHOBIOLOGICAL PROCESSES

Structure

- This section will take students approximately 60 minutes to respond to.
- Students will respond to ONE question from TWO options.
- This section will address course content from Module 3 – Psychobiological Processes.

Assessed Criteria

- Criterion 2 analyse perspectives about psychobiological processes (Elements 2, 4 and 5).
- Criterion 7 use evidence to support a psychological point of view (Elements 1, 2, 3 and 6).

Nature of Questions

Students will respond to ONE question on either:

- Visual Perception
OR
- Consciousness

SECTION: HUMAN LEARNING

Structure

- This section will take students approximately 60 minutes to respond to.
- Students will respond to ONE question from TWO options.
- This section will address course content from Module 4 – Human Learning.

Assessed Criteria

- Criterion 3 analyse theories about human learning (Elements 2, 4 and 5).
- Criterion 7 use evidence to support a psychological point of view (Elements 1, 2, 3 and 6).

Nature of Questions

Candidates will respond to ONE question on either:

- Conditioning
OR
- Observational/cognitive learning

SECTION: REMEMBERING

Structure

- This section will take students approximately 60 minutes to respond to.
- Students will respond to ONE question from TWO options.
- This section will address course content from Module 5 – Remembering.

Assessed Criteria

- Criterion 4 analyse theories about remembering (Elements 2, 4 and 5).
- Criterion 7 use evidence to support a psychological point of view (Elements 1, 2, 3 and 6).

Nature of Questions

Candidates will respond to ONE question on either:

- Memory
OR
- Forgetting.

ALL SECTIONS

Responses will be assessed using extended alpha ratings.

All sections will require students to respond using an essay/long response format.

The questions for the exam will be divided into items, [(a) and (b)], with two different stimulus items.

A written stimulus will be up to 200 words in length.

The stimulus will have a title and be numbered.

The wording used in the question will come from the wording used in the elements of the criteria, especially the verbs. For example, “outline”, “describe”, “explain”, “analyse”, “argue” or “argue a well-reasoned and coherent point of view” etc.

Wording from the syllabus document will also be used in the wording of the question e.g. “How is normal waking consciousness (NWC) distinguished from altered states of consciousness (ASC)”. Also, the concepts used in the question, or are dot pointed in the question, will come from the syllabus, e.g., Gestalt processes, constancies, depth cues, top-down processes, etc.

Using the criteria to assess the student’s response

Criterion 1, 2, 3 and 4

Criteria 1, 2, 3 and 4 will assess the student’s understanding of:

- the concepts, theories and processes involved (criterion element/standard 2 and 4)
- the point of view presented and the use of empirical evidence (criterion element/standard 5)

Criterion 7

Criterion 7 will assess the student’s ability to:

- analyse the stimulus pieces (criterion element/standard 1 and 3)
- Use evidence and explain links between evidence in stimulus and psychological concepts and theories (criterion element/standard 2 and 6)

INVESTIGATION PROJECT GUIDELINES 2026

These guidelines provide students, teachers and markers with details about what students have to do for the Investigation Project that forms part of the external assessment for this course.

This document does not repeat essential information found in other documents and must be read in the context of the Psychology (BHP315116) course document available on the [TASC Courses page](#).

The [TASC Frequently Asked Questions – Externally assessed folios](#), provides general information for all students and teachers about externally assessed folios, including a how-to guide for submitting folios and a link to the TASC Academic Integrity Guide.

The course Assessment Reports, which can be found on the Psychology (BHP315116) course page, address issues, strengths and weaknesses about the assessment of the previous years' folios and should be read in conjunction with the guidelines.

The final Investigation Project must be submitted by the student to their teacher for external assessment. Due dates for Investigation Project submission are available from the [TASC website](#).

The teacher **cannot** extend this TASC published final “due to teacher” date however they **may** set an earlier deadline for internal assessment purposes.

Providers will submit their students Investigation Projects electronically. For information about electronic submission of Investigation Project for external assessment refer to the document “[TASC Frequently Asked Questions – Externally assessed folios](#)” on the TASC website.

THE INVESTIGATION PROJECT WILL BE ASSESSED AGAINST:

Criterion 2: analyse perspectives about psychobiological processes

Criterion 6: use ethical psychological research methods

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

INVESTIGATION PROJECT

Your task is to design, conduct and report on a psychological investigation (primary and secondary) into a topic that focuses on a BHP315116 Psychology module. The module that is the focus for the Investigation Project changes every year.

The module for 2026 is **PSYCHOBIOLOGICAL PROCESSES**

The focus of the investigation must reflect how the brain and nervous system enable perception and consciousness, including how individuals organise and interpret sensory information, and how different states of consciousness, such as sleep and dreaming, relate to thoughts, feelings and behaviour.

(Appendix III is a list of possible topics.)

Experiments using animals are not considered appropriate for human learning investigation projects.

TASC will externally assess the investigation project to determine ratings on the course assessment Criteria 2, 6 and 8. If you do not submit a project you cannot achieve a Satisfactory Achievement (SA) or better in this course.

The investigation must reflect the discipline of Psychology, incorporate empirical research that involves the use of appropriate processes and procedures, and culminate in a written report that forms the basis for the assessment.

The report must include reference to at least three different types of sources, one of which must be your own primary research. Sources are to be referenced using the APA (V6 or V7) referencing system. (Appendix IV)

Where the empirical research involves other people or participants, you must follow the Ethical Concerns-A Guide for Students (See Appendix I). It is suggested that you use students or teachers from your school, family and close friends as participants. You must inform participants of their ethical rights.

You must comply with the [National Statement on Ethical Conduct in Human Research \(2007\)](#) in any research activity.

You are reminded of your responsibility to conduct research which is not likely to cause any harm at all to participants.

ADVICE TO STUDENTS

The task consists of SIX stages:

Stage 1

Background Reading within the Psychological Topic Chosen

Stage 2

Refining the Research Topic with your Teacher

Stage 3

Planning and Designing a Project that Includes your own Empirical Research and Meets the Ethical Requirements for Research

You must discuss with your teacher

- the feasibility of your suggested topic
- the proposed method of research, and
- how the investigation will meet the Ethical Guidelines (Appendix I).

To this end, you are required to submit your proposed topic and initial plan to your teacher for approval before beginning the research. Your teacher must then approve the topic and initial plan and may suggest modifications to the plan. A pro-forma plan is provided on the TASC website but does not form a part of the written report. **Do not include your plan when submitting your report.**

You must use a statement similar to the one below on any research instrument used in your project. You will need to adapt the statement according to the research method used and the research topic.

Your participation in this questionnaire/ study/ experiment is appreciated. This questionnaire/ study/ experiment is about (...). The information you provide will remain confidential. Please don't indicate who you are. If at any time you feel uncomfortable you are not required to answer. If you wish to withdraw, you are free to do so.

Stage 4

Collecting data

- Before any data collection is undertaken, the research instrument (questionnaire/ *experiment*, etc.,) and procedure must be discussed with and **approved** by your teacher.
- You must inform each participant/subject of their ethical rights before the collection of data.
- Survey, observational and experimental data collected outside the school or family will be considered inappropriate if it violates ethical principles. This does not mean a member of the public cannot be interviewed if he or she is willing.

- You must discuss any methodology that involves a member of the public with your teacher before the collection of the data, and each participant must personally complete the Ethics Consent Form (Appendix V) before participating. If these guidelines are not observed your teacher will not sign the declaration form. TASC will then determine what action to take in this eventuality.
- If the research involves using the Ethics Consent Form, you must submit the form to your teacher with the finished report. **The ethics consent forms are not submitted to TASC.**
- You MUST NOT use alcohol in your Investigation Project.

Stage 5

Analysing the Data (see suggestions in Appendix II)

Stage 6

Writing up the study (also see guide in Appendix II)

Each investigation project culminates in you writing a report that forms the basis for your assessment.

WHAT YOU MAY DO

You can Choose the Topic from the Appropriate Module but...

You must conduct a 'primary source' investigation supported by secondary sources rather than do a 'secondary sources only' (e.g., library research) investigation.

You can Choose the People you want as Participants for your Investigation but ...

You are encouraged to choose students and teachers from your school, family members and close friends.

You can, however, involve members of the public, provided they are willing participants, and your teacher agrees that they can be involved (see Appendix I: Ethical Concerns – A Guide for Students).

You can Choose the Form of the Report but...

No matter what form is chosen, your report must satisfy the requirements of these guidelines.

You can Consult with Whomever you Wish but....

You must be able to satisfy your teacher that the work contained in your report is your own work. All external sources must be acknowledged and referenced appropriately.

You can, however, collect data collaboratively, such as conducting an experiment with a peer, provided you clearly acknowledge this collaboration in your methodology.

Whenever you have an important decision, consult your teacher.

Presentation and Features of the Report

The *Appendix II - Guide for Writing the Report* is the recommended model for the report. The guide shows the sorts of things a report should contain and a way that it can be structured. The following dot points will also assist in the preparation of your report.

- Your report must be written in the third person. Use Times New Roman 12-point font, 1.5 lined spacing, aligned to the left, with a 2.5 cm margin. Do not type the entire document in bold print.
- A title for your report may appear at the beginning of the report. It is not necessary to start each section of the IP on a separate page.
- The aim and hypothesis must be at the end of the Introduction, not in the Methodology.
- The Introduction section must not be longer than the Discussion section and should not contain lists of irrelevant definitions.
- The Methodology needs to be written in the **past** tense and should not include secondary sources. This section needs to clearly explain the full procedure used in the investigation.
- Tables are often used in the results section of a research report to display large amounts of data concisely. Illustrations other than tables, e.g., graphs, are referred to as figures.
- You must attach to the report other **necessary** and **relevant** materials inserted as appendices. This material may consist of, for example, raw data, tables, charts or illustrations, but should not consist of work that more properly belongs in the body of the text. The body of the report must 'stand alone' without the appendices. All appended material must be relevant and **must be referred to in the body of the report**.
- **You must only refer to references used and referred to in the report in the reference list. Your primary research needs to be referenced. (See Appendix IV – Referencing Guidelines)**
- The appendices are included in the evidence that markers consider when they make judgments about the quality of the written communication (Criterion 8); as a bare minimum, the material in the appendices should be efficiently set out, clear and concise.

Word Count

- The report must contain **between 800 and 1200 words**. You must show a cumulative word count in the left-hand margin. This cumulative word count must be at intervals of 200 words (i.e., at 200 words, 400 words, 600 words...). The final word count must be included at the end of the report, before the reference section.

What's In

- Every word (including words such as 'the' and 'a') must be included in this count. Quotes are included in the word count.

What's Out

- The word count does not include the words in the **methodology** or the **results** including the figure (table or graph) descriptors in the results section. **References**, including in-text referencing, and headings, also do not count as part of the **800 – 1200**-word limit.

- Reports falling outside the word count requirement will be penalised as containing a serious fault under Criterion 8.

Important Note: Your name or the name of your school, teacher or participants must not appear anywhere in the report. Your work **MUST ONLY** be identified by your student number.

ADVICE TO TEACHERS

It is intended that students become accustomed to working autonomously and collaboratively and be secure in the knowledge that the teacher is available for advice.

Students will need your input: during the planning stage; while they are conducting the investigation project; when reporting; and, in the final submission process.

You are reminded of your responsibility to ensure research is not conducted that is likely to cause any harm at all to participants.

Teachers will need to consult with their students at least on three occasions.

1. The student's plan must be submitted to the teacher and approved **before** the student begins the research. A pro-forma plan is provided under Supporting Documents on the course page on the [TASC website](#). **The plans are to be retained by the teacher and not submitted to TASC with the report.**

Before the student participates in any personal research involving other people as subjects, he or she must check with you that the investigation is appropriate and meets the **Ethical Concerns – A Guide for Students**.

The use of alcohol in the Investigation Project is **NOT** allowed.

2. After about ten hours of work the student will need to show evidence of their progress.
3. When submitting the final report, the student will need to show you their working notes and any other materials that verify the work submitted is the student's. The student is free to consult with whomever he or she wishes but they must be able to satisfy you that the work contained in the report is the student's own work.

As a guide, you can expect students to need about 25 hours (5 weeks or equivalent) of class and other time for the investigation. You can choose when to allocate time for the Investigation Project, bearing in mind the submission date. Time allocated does not have to be consecutive.

If the research involves using Ethics Consent Forms, these must be submitted to you with the finished report. **The ethics consent forms are retained by the teacher and not submitted to TASC.**

INSTRUCTIONS TO MARKERS

The Investigation Project will be assessed against:

Criterion 2: analyse perspectives about psychobiological processes

Criterion 6: Use ethical psychological research methods

Criterion 8: Communicate psychological ideas, information, opinions, arguments and conclusions.

Markers will be required to attend a meeting for training in the use of both the marking guide and the course criterion standards when determining ratings.

Penalties

Markers must penalise by one rating on Criterion 8 any Investigation Project that is *over* the prescribed word counts.

Markers must penalise Criterion 8 by at least one rating for inappropriate use of appendices and/or referencing.

Markers must award a 't' rating on Criterion 6 where the investigation does not address major relevant ethical guidelines and concerns. See Appendix 1.

APPENDIX I: ETHICAL CONCERNS – A GUIDE FOR STUDENTS

When planning your investigation, you must discuss with your teacher how EACH of the following ethical concerns will be met and have your proposals approved.

In designing, conducting and reporting on your research, you must always place the rights, privacy and dignity of your participants above the need to gain information, especially when you are not a qualified researcher in Behavioural Science.

Informed Consent

You must always ask permission for participants to be involved in an interview, experiment or survey or to make an observation. The only time permission is not needed is when you make a detached observation in a public place. Any manipulation of a variable is considered an experiment and so consent must be obtained.

You must have the consent of your participants **before** involving them in your investigation. The records of consent that you must keep depend on who are to be the participants.

If you are involving **only** students and teachers from your school, family and close friends, then you need to keep a record of who gave their consent and when. Permission must be obtained from the Principal and teacher when working with younger children in the same school. If you are involving members of the public, you **must have** them complete a consent form before you begin your investigation project. A sample *Consent Form* that you can use follows. (See Appendix V). The consent form must be submitted to, and approved by, your teacher before you can ask people for their consent.

The Consent Forms signed by your participants must be submitted to your teacher who keeps them as records.

You must include evidence that you obtained consent by attaching either the script you used to seek consent or a blank copy of the consent form in your reports appendix.

Invasion of Privacy

All research must respect the privacy of individuals. Invasion of privacy includes: asking inappropriate questions on sensitive issues; making inappropriate observations; invading someone's physical space; using results without the participant's permission.

Confidentiality and Security

Confidentiality must always be maintained and there can be no unauthorised identification of any individual or group including yourself, your teacher, your school or your participants. When possible, allow participants to respond anonymously. All data and documentation must be kept secure.

Deception

Misrepresentation in research is an option only when informing the participants of the true nature of an experiment would interfere with the validity of the results. Even then, misrepresentation should be limited and the need for the research data weighed against the potential of the misrepresentation to do harm. Deception is not permitted if there is any chance it will cause harm. If your research is to involve deception, you **MUST** ask your teacher for permission to do this.

Lasting Harm

'Lasting harm' includes not only actual or potential serious physical or psychological damage, but also making someone feel embarrassed or duped, and threatening their self-esteem.

Debriefing

The purpose of the research, and the relevant results, must be sensitively communicated to all participants. Any deception that has occurred must be declared. Failure to debrief can cause potential lasting harm.

Coercion

It must be made clear to potential participants that their participation is entirely voluntary and that every participant has the freedom to refuse to participate or to withdraw at any time without prejudice.

Remember

- The participants of your investigation are doing you a favour and have the right to refuse to participate in all or part of your investigation.
- Normal rules of courtesy and law still apply in a research situation.
- Your interest is in the issue you are researching, not in the personal life of the participant.
- You have a duty to maintain confidentiality and security at all times.

No investigation can be undertaken without the full approval of your teacher. If at any time you experience problems, or change your focus, contact your teacher immediately.

One Final Thing to Consider

It is recommended that any written research instrument used should include the statement below, or else some adaptation of it that better suits the research topic and research method used.

Your participation in this investigation is appreciated.

This questionnaire/ experiment is asking about (...).

Any information that you give will remain confidential.

Your responses should be anonymous, so please do not indicate who you are. If at any time you feel uncomfortable, you are not required to answer. If you wish to withdraw, you are free to do so.

APPENDIX II: GUIDE FOR WRITING THE REPORT

This guide is not prescriptive. It is acceptable to use another format if the student, in consultation with the teacher, recognises that the report would be improved.

The report must be written in the **third person**.

The report should be presented in Times New Roman 12-point font, 1.5 lined.

Introduction

The report begins with a **brief** introduction to the area of investigation.

- Areas covered should include the topic selected, an outline which introduces the key concepts and/or central issue to be investigated, a brief literature review, and a statement concerning the hypothesis or the aim of the investigation.
- This section may include definitions of terms, which may have a particular meaning and therefore need to be explained for the investigation.

Research Design and Method

Provide an outline of the research design and method.

- Indicate the research design, sampling methods, size of sample, include IV/DV (for experiment), materials, procedure used and ethical considerations you addressed.
- If the data is gathered collaboratively it needs to be acknowledged, for example:
“This investigation was conducted collaboratively with another student. While both of us contributed to the research design, I was responsible for administering the cognitive task and recording participant responses, while my partner prepared the testing environment and timed each trial. We used the same procedure and each of us analysed our own data set independently for our individual reports.
- If there are serious ethical concerns these should be addressed in the methodology, explained in the discussion and then elaborated on in the Appendix of the report. Students must state why there is concern(s) and the measures taken to address this.

Results

The results section should only include graphs/tables most pertinent to the specific investigation.

- Other graphs/tables may be included in the Appendix only if they are referred to in the body of the text.
- Results must be stated and should include a summary of the data using descriptive statistics.
- Some statistical analysis should be completed before presenting data. Raw data should not be graphed.
- Graphs and tables illustrating the results can be included here. Each graph or table should have:
 - Title
 - Axes labelled
 - Key
 - Descriptors explaining what is shown

Figure 1 Results of Proactive Interference on Memory for Word Lists

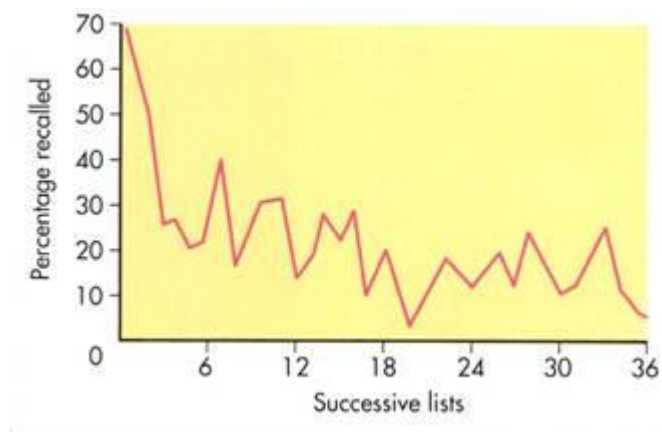


Figure 1 shows the percentage recall of words on the list from the previous session (one list every two days) across thirty six lists of words.

The results, illustrated in Figure 1., shows that initially participants were able to recall 70 percent of the words, but this rapidly declined with exposure to each additional list.

Across the last eighteen lists, less than 15 percent of words were able to be remembered two days later.

(Source: Adapted from Keppel, Postman and Zavortinki (1968) in Rawlings, M., Skouteris, H. and Whitechurch, R., (2007) *Heinemann Psychology*, 2nd edition, Heinemann Harcourt Education, Port Melbourne.)

- a) In qualitative studies such as interviews, descriptive statistics may not be appropriate, but results must be presented systematically, for example, including the transcript (as an Appendix) and providing a summary of the content or key findings in the results section of the report.

Analysis

Analyse, in written form, the research data collected (analysis and discussion or results and analysis sections may be combined).

Discussion

This section should include an extensive discussion of the results in response to the aim/hypothesis.

- Include literature research of others to support or refute the results, as it relates to the problem/question posed in the introduction and explicitly link to information in the introduction.
- Any obvious limitations to the study could be **briefly** addressed (e.g., shortcomings with measures, procedures and/or design) together with any suggested modifications or ideas for further research.

Conclusions

The investigation should include a brief conclusion which is clear and concise, and which accepts or rejects the aim/hypothesis.

References

A list of all sources of information used, including primary research/data, must be given at the end of the report.

- At least **three different types** of sources are required, one of which must be your own personal investigation (primary research). References must be given under a sub-heading of each type of source e.g., books, internet, journal articles and primary (personal) investigation.
- The approved referencing system for the report is the APA system (refer to reference guide (Appendix IV)).
- Each reference must be referred to in the body of the report. Books etc. read but not referred to in the text of the report **SHOULD NOT** appear in the references.
- References, including in-text referencing, do not count as part of the 800 –1, 200-word limit.
- The reference list, in alphabetic order, under the appropriate sub-heading, is placed at the end of the report but before the Appendices.

Appendices

Written work may be accompanied by other **necessary** and **relevant** materials inserted as Appendices.

- Include additional materials which are considered necessary and relevant such as: all numerical raw data in tabular form; a complete copy of the research instrument (e.g., questionnaires, interview schedule, observation checklist/criteria); tables, charts or sample interviews. The report, however, must stand as complete without Appendices.
- All appended material must be referred to in the body of the report. For example, if Appendices are used, within the report there should be a statement along the lines of 'Table 1 shows the average data for each group (Appendix I)'. Graphs and tables illustrating collated primary data should be included in the result section of the report.
- Appended material **SHOULD NOT** obtain any name or identifiable information of any individual or group including yourself, your teacher, your school or your participants

Appendices should contain no more than 250 words (this does not include either questionnaires used for obtaining data or numbers contained in tables, interview transcripts etc).

APPENDIX III: POSSIBLE TOPICS

Students are expected to show how psychological principles, research methods and empirical evidence are applied to find solutions to a specific problem by addressing the focus question and using concept(s) from the modules.

The focus of the investigation must reflect how the brain and nervous system enable perception and consciousness, including how individuals organise and interpret sensory information, and how different states of consciousness, such as sleep and dreaming, relate to thoughts, feelings and behaviour.

It is suggested that students narrow their investigation topic by taking a particular focus such as with one of the following suggested topics. The emphasis should be on psychobiological processes.

On the following page are some suggested topics, which are a result of brainstorming and are not meant to be prescriptive.

PSYCHOBIOLOGICAL PROCESSES – Suggested Topics

Visual Perception	Consciousness
<p>Any visual perception aspect that allows the individual to make sense of the world, such as:</p> <ul style="list-style-type: none"> • selective attention, • divided attention, • figure-ground organization, • camouflage, • psychological factors affecting perception, • dark and light adaptation, • colour blindness, • illusions, • psychological effect of colour, • thresholds: absolute and differential, • visual problems, • sensory overload, • cultural differences in illusions, • perceptual set, • the Stroop effect, • artist's use of visual perception principles, • signal detection theory, • parallel processing, • perceptual set and bias, • perception of colour, • change blindness, • sensory adaptation, • feature detection, • after images, • constancies, • activation-synthesis hypothesis, • Gestalt Principles: closure etc. 	<p>Any aspect that examines how consciousness relates to thoughts, feelings and behaviour by comparing normal waking consciousness with altered states, particularly sleep and dreaming, such as:</p> <ul style="list-style-type: none"> • effects of exercise on sleeping, • sex differences in dreams, • long and short sleepers, • sleep deprivation, • lucid dreaming, • sleep and sleep disorders (insomnia, sleep apnoea, narcolepsy, etc.), • nightmares, • sleepwalking, • dreams, • shift work and sleep • selective attention, • divided attention.

APPENDIX IV: APA REFERENCE GUIDELINES

As psychology is a scientific discipline it has strict conventions regarding the way in which information about conducting research is presented. In Australia we adhere to the guidelines as stipulated by the American Psychological Association (APA).

Information in these referencing guidelines have been updated to APA 7th and is summarised from the University of Tasmania Library Referencing guide: APA 7th with permission. Teachers requiring further information are encouraged to consult this publication, available from [APA 7th – Referencing Guide – Subject Guides at University of Tasmania](#)

Please note that APA 6 is still accepted to reference material you use.

When you use information that you obtained from another person for example, from a textbook, the internet or a journal, you must reference the material you use. Referencing your source is done briefly in the text of your work to acknowledge the origin of the idea/research, and this is called in-text referencing. The reader may then find the author/s readily in your reference list at the end of your work.

IN-TEXT REFERENCING

Give all references in the text by author (last name only) and year of publication. Use et al. (et alia = and others) for three or more authors, after the first citing of the reference.

Examples:

- According to Schooler and Eich (2000) hormones are thought to play an important role in encoding emotionally charged personal experiences into long lasting memories.
- Evidence suggests that hormones play a significant role in encoding emotional experiences into long term memories (Schooler & Eich, 2000).
- ...promoting scientific research in psychology ...(Australian Psychological Society,[APS], 2005)

If you quote directly from a text, give the page number:

Example:

- ... refuted the accuracy of his results (Fraine & Armstrong, 2000, p.44)

You may need to reference an idea or piece of research that you read about but do not have the original version of.

This is referenced as follows:

- According to Freud (1923, as cited in Embelton, 2003, p.222)...

REFERENCE LIST

APA requires a reference list not a bibliography. Include only the sources you have actually used throughout your report.

The reference list:

- begins on a new page
- the word 'References' is centred at the top of the page
- uses Times New Roman 12-point font
- is 1.5 line spaced
- using the hanging indent (1.27cm) paragraph style for each new reference
- is presented under headings for the type of source used
- is presented in alphabetical order according to the surname of the first author or name of organisation

EXAMPLES OF EACH TYPE OF SOURCE

Books

Author, date of publication in brackets, title in italics or underlined; and publisher separated by a colon. Include DOI where available after publisher. Dictionaries, encyclopaedias, and books are all one type of source, that is, books.

Grivas, J., Down, R. and Carter, L. (2005). *Psychology VCE Units 3 & 4* (3rd ed.): Macmillan Education Australia.

Plotnik, R. (2005). *Introduction to Psychology* (7th ed.). Wadsworth Thomson Learning.

Book Chapter:

Haines, J. & Williams, C. (2000) Statistics emanating from the use of guided imagery techniques; In Bowling, A. & Davidson, J., (Eds), *An extremely useful guide to using multivariate statistics* (pp.312-342). Rapid Publications.

Jackson, L. M. (2019). The psychology of prejudice: From attitudes to social action (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000168-000>

Encyclopedias and Dictionaries (a Book Reference)

Dictionary:

Grivas, J. (2000). *Oxford Psychology study dictionary* (2nd ed.) (Vols. 1-20): Oxford University Press.

Encyclopedia/Multivolume work:

Developmental Psychology, (2002) (Vol. 4). (pp.24-25): Brown Partworks.

The same details are provided for print and e-books.

Journal Articles

Bower, G.H. (1981). Mood and memory. *American Psychologist*, 3(6), pp.129-48.

Internet

Students need to ensure that the information comes from a reputable source and is not just someone's web page used to share unsubstantiated ideas.

It is important to add the date on which you retrieved the information.

Pomerantz, D. (Spring 2006) Images for Psychology of perception. (*Psyc*, 351. Rice University). Retrieved April 20, 2006 from <http://www.owlet.rice.edu/~psyc351/imagelist.htm>

If the work you have used is also available in print version you insert [Electronic version] after the title. Here is an example:

Adams, W.L. (2006). The truth about photographic memory [Electronic version]. *Psychology Today*, March/April, 21.

If no author or group author is provided for a webpage cite by title.

Where a web address is overly long it could be presented in truncated form in the in-text referencing with a full address included in the reference list.

For example:

<http://abc.com.au/science/tag/browse.htm?site=science&topic=human&tag=sexuality>

With in-text referencing this could be shortened to:

<http://abc.com.au/science/>

Newspaper or Magazine Articles

For articles which do not have an author:

Don't forget: Ignoring is bliss. (2005, Nov 25). *The Australian*, 10.

For articles which do have an author:

Dow. S. (2000, February 6). When two worlds collide. *The Sunday Age*, .11-12.

For magazine articles:

Phillips, H. (2001, May 12). Boy meets Girl. *New Scientist*, 327, 11-14.

Television Programs

Freeman, J. (Executive Producer). (2003, May 14) *Catalyst* [Television Broadcast]. Melbourne and Hobart: Australian Broadcasting Corporation.

Thompson, G. (Writer), & Michelmores K. (Producer). (2014, April 29). The Manus solution [Television series episode]. In S. Spencer (Executive producer), *Four corners*. Australian Broadcasting Corporation

Personal Investigation

Details should not identify the student, the teacher, the school/college that they attend, nor the specific participants used.

Two different types of research, interview, questionnaire, experiment, observation, can be counted as separate sources.

- Experiment - 'that children imitate television models'. May 2013
- Survey - 'that children watch more than two hours of television each day'. August 2013
- Observation - 'that teachers pay more attention to boys'. August 2013.

APPENDIX V: ETHICS CONSENT FORM

BHP315116 PSYCHOLOGY – ETHICS CONSENT FORM

DO NOT submit completed forms by participants to TASC with your project. However, it is suggested that a copy of the ethics consent form used is included in the appendix.


School/College:

I, of
(Participant's name)

.....
(Participant's address)

hereby consent to be a participant of a human research study to be undertaken by

.....
(Researcher's name)

 I understand the purpose of the research is to investigate

.....
.....
.....
(Include a statement of your aim or hypothesis)

If you have any concerns, please contact
(Teacher's name and phone number)

I acknowledge:

1. That the aims, methods, possible benefits, and possible hazards of the research study, have been explained to me.
2. That I voluntarily and freely give my consent to my participation in such research study.
3. I understand that the results will be used to complete a written assignment for the TCE BHP315116 Psychology pre-tertiary course.
4. My individual results will not be released to any person except at my request and on my authorisation.
5. That I am free to withdraw my consent at any time during the study, in which event my participation in the research study will immediately cease and any information obtained from me will not be used.
6. I have the right to refuse to answer any specific questions.
7. I understand I will not be identified by name in this assignment.

Investigator’s Statement:

‘I have explained this project and the implications of participation in it to the participant and I believe that the consent is informed and that he/she understands the implications of participation.’

Signature:

School/College Authority:

The project and its implications have been explained to participants (who are strictly volunteers) and I believe that the consent is informed and that he/she understands the implications of participation.

Name of School Official:

Signature of School Official: Date:

Participant’s Statement of Consent:

‘I have read the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this investigation and understand that I may withdraw at any time.’

Signature of participant: Date:

APPENDIX VI: BHP315116 MARKING TOOL

CRITERION 2

Analyse perspectives about psychobiological processes

Key consideration for this criterion is the **understanding of the knowledge** related to psychobiological processes.

This will include the extent to which the student is able to:

Criterion 2	Element
Select an appropriate topic	5
Describe aspects of psychobiological processes correctly using a range of terms and concepts	2
Argue a point of view on an aspect of psychobiological processes	4
Use a range of evidence and theoretical perspectives	4
Describe how research has informed different psychological perspectives that are used to explain psychobiological processes	3
Apply concepts to psychological principles and real-life situations	6
Analyse and discuss findings, using relevant psychological concepts from psychobiological processes	6
Draw appropriate inferences from the primary data and connect to research/evidence and theoretical perspectives	6

CRITERION 6

Use ethical psychological research methods

Key consideration for this criterion is the process undertaken by the candidate to answer the question that is posed. This will include:

Criterion 6	Element
Formulation of an appropriate hypothesis and / or aim	1
Selection of an appropriate methodology for exploring the problem	1
The design of the 'Method' is clear; the way in which the participants are selected, the purpose of the procedure and how materials used are described, explained and justified	1
IV and DV need to be identified in any experiment	1
Directly addressing all the relevant ethical considerations listed in the guidelines (if this is not evident, in cases where there is some concern about the ethics the candidate may receive a 't' award on this criterion). If an outline of ethical considerations is in the appendix then it must be referred to in the report	1
Cautious interpretation of data leading to valid conclusions. Statistical analysis beyond basic descriptive methods (e.g., graphs, tables etc.) is not required and will not receive extra credit, but unsupported claims about what conclusions can be drawn from the data should be avoided	6
Evaluation of the quality of both the process employed and the collected information	7

CRITERION 8

Communicate psychological ideas, information, opinions, arguments and conclusions

Key consideration for this criterion is the **quality of the written report**. This will include the extent to which the candidate is able to:

Criterion 8	Element
Use appropriate language and report style	1
Be grammatically correct	2
Meet the word limit	1
Where appropriate, follow the Guidelines' suggestions for the written report	1
Have the appropriate balance between the sections for the report in terms of both length and content	1
Have a clear and evident connection between the background information in the secondary resources referred to and the primary data gathered in the investigation	2
Use references appropriately and correctly	4
Genuinely integrate references so that they support and or extend the content of the report, i.e., their relevance is clear	2
Use three different types of resources, all referenced	5