

2023 ASSESSMENT REPORT

BHS315116 SOCIOLOGY

Folio Report

General comments

This year there were many well-constructed, methodically organised, and well-researched projects which pointed to a tremendous amount of work by many candidates and an effective mentoring process by classroom teachers. It was pleasing to see that candidates had selected a wide range of topics that met the guidelines for the focus of the study and the social group that was the centre of research.

Good quality Investigation Projects reports showed a clear understanding of the inequality experienced by the group and articulated this in the Introduction, constructed their research instrument to investigate this and followed up with an analysis of their data crossmatched to sociological secondary sources. The consequences of the inequality for the group were explored. References that were done well followed the APA system as required by the guidelines.

Whilst the guidelines provide a suggested report structure which offers some flexibility, it would benefit most candidates to adhere to that proforma.

Teachers and candidates must be familiar with course documents, external assessment specifications, and investigation project guidelines. The parameters for ethical research, academic integrity and procedures are all detailed in the guidelines and the links within this document.

This year the assessment tool including criteria, elements and marker rubric has been included in this report to provide further guidance and transparency in the assessment process. Please note that the marking tool is relevant to the year of assessment and may be updated in consultation with markers each year.

Discipline of Sociology

It was of concern that many projects did not use specific sociological terms, definitions, and explanations. This was particularly evident in the discussion and analysis section of many projects. Links need to be drawn between candidates' research and that of more academic literature to add support to the discussion. The candidate is not expected to be an expert on their chosen area of inequality but should show good judgment in working hard to locate relevant supportive and peer-reviewed literature. There is no requirement to use or mention sociological perspectives, although these may be appropriate depending on the study.

Inequality

Candidates must have a clear understanding of the concept of inequality and how this manifests in the chosen social category. The understanding of inequality must be based in the discipline of Sociology, rather than an exploration of differences. Many candidates did not make clear links between their topic and inequality. The Sociology Investigation Project relates to inequality in contemporary Australian society; however, many candidates included research and data, sometimes very dated, that related to other countries such as the United States or Britain, without acknowledgement of this or apparent understanding of the different context. Similarly, many candidates provided psychology research as secondary source evidence, which is inappropriate for a Sociology report.

Topic Selection

A key aspect of the assessment of Criterion 5 is the selection of an appropriate topic that investigates a sociological problem or issue relating to inequality in Contemporary Australian Society (CAS). As per the Investigation Project Guidelines, candidates are to choose one topic and one category. The Guidelines provide clear parameters which offer a broad range of potential topics for the Investigation Project.

The three topics and the six social categories provide a very wide range of areas suitable for study. Therefore, it is important to meet these requirements. Stronger folios made clear indications of which social group they were investigating and how the issue of inequality was experienced, supported with a focused research instrument.

Some candidates failed to follow the Guidelines and chose a topic that would be a more suitable choice for a Health Studies assignment or Psychology Investigation Project. This was also reflected in the choice of secondary sources (Criterion 6) which were outside the discipline of Sociology. Others chose more than one category and/or topic which was far too broad to tackle effectively.

Socio-Economic Status (SES) is not one of the social groups listed; however, it is one of the three topics – The causes and consequences of inequality: political, social and/or economic, and therefore a specific group of people needs to be the focus of the study. This could be low SES youth and access to education or housing for example. Disability is also not a category but may be researched through the lens of youth or gender.

Many candidates were too focused on the process of socialisation and made tenuous links to inequality (some did not mention inequality at all). Candidates must make themselves familiar with the requirements of the Investigation Project and ensure they read the Investigation Project guidelines, particularly concerning topic selection and specificity.

Candidates are encouraged to include a cover page for their report that includes the following details:

- candidate number
- guidelines focus topic
- social category
- research statement or question
- total word count.

Planning Stage

The role of the teacher in negotiating research topics is imperative to discuss steps for avoiding harm to anyone involved in the research process, or when considering the potential for psychological, social physical, or even legal harm. When planning the topic and investigation process the teacher and candidate must discuss the appropriateness of the topic, but also the suitability of undertaking research within an educational setting. Please ensure that topics and/or surveys are suitable for candidates to undertake. Teachers must check research tools carefully to ensure that questions and topics are within the bounds of candidate research limitations, are ethically sound and do not cause offence or harm to respondents.

Ethical concerns

Candidates need to be well informed about their ethical obligation to avoid harming subjects or groups while conducting their research. Candidates are not qualified to ask personal questions which may lead to the disclosure of information not pertinent to the task.

Some topics are not suitable to progress beyond the planning stage. Candidates in a college education setting do not yet have the skill set to undertake ethically sensitive research with their peers. However, some topics can be safely and ethically undertaken with appropriately qualified experts in their field through an interview. This provides ethical protection to both the candidate and their participants.

Surveys that ask opinions on areas in which people are not experts or directly related to their experience are problematic. For example, asking participants if they prefer watching male sports to female sports provides useful data on audience preferences whereas a question that asks, “Do you think female sports experience inequality?” provides an opinion without any data to support it.

Research Design and Method

Stronger responses tended to provide sound evidence of understanding sociological research methods; for example, by explaining why their chosen research instrument/s were appropriate for the research topic. Stronger responses also included some detailed descriptions and rationale for the research design and methodology. For example, the number and characteristics of participants, sampling method and target population. Many strong responses demonstrated an understanding of terminology related to research methodology such as Likert Scale, Semantic Differential Scale, stratified sample etc., also, whether their research involved qualitative or quantitative research or a combination and why.

Many of the stronger research methods provided a rationale for the questions included in their survey, interview or the design of their content analysis. Also, how information from certain questions would be used to correlate with other questions; for example, as an indicator of socioeconomic status. Ethical considerations were addressed briefly with emphasis on the investigation undertaken, rather than generic descriptions. For example, evidence was provided of debriefing and backup measures.

Weaker folios mentioned some ethical considerations without giving any indication of how these considerations were mitigated. It is the responsibility of the candidate to collect and process information in a manner which is appropriate for the research question and tool.

Several folios indicated that they had asked participants not to reveal identifying information about themselves which is appropriate. However, it is also the candidate's responsibility to avoid the inclusion of identifying information in the finalised report. Privacy can be protected using redaction, participant identifiers and careful editing.

The Research Methodology section lies outside the word limit, but the TASC guidelines are clear in stating that no secondary sources are to be used here. It seems some candidates seemed to have taken liberty with academic material here without acknowledging the source of some descriptive and complex research methodologies.

Results

Stronger Results sections included a summary of key findings and trends emerging in the Primary Research data. Appropriate headings were provided, graphs and tables were appropriately labelled, and clear descriptions of the data were presented including trends. Data from interviews and content analysis was effectively summarised and presented in clearly labelled thematic tables.

Of concern this year were overly long descriptors under tables, and graphs which detracted from the impact of the data itself. In addition, there was a tendency to include too many graphs that were not central to the issue. Projects that did not perform well against Criterion 5 often used very simple pie graphs to present data from surveys and may not have converted raw data into percentages. The graphs and tables sometimes needed more headings or needed to be clarified as to the content.

A sophisticated understanding of data presentation and trends can be illustrated through comparative analysis and graph design. This allows the candidate to demonstrate their ability to interpret data, identify trends and present data in a format that reflects the central concern of their investigation.

It is essential that candidates provide the primary research instrument in the appendices (a copy of the survey questionnaire, interview questions or content analysis tool). The Investigation Project Guidelines also state that raw data should be provided in this section of the report. While most candidates provided both, there was a significant number who didn't and a small but significant number who failed to include their primary research instrument.

Discussion and Analysis

Stronger responses discussed and analysed various aspects of the Investigation Project topic by making clear links to the primary research data and Australian secondary sources, including relevant sociological terms and concepts. Some included relevant sociological theories and/or perspectives. In general, stronger responses tended to provide evidence of their understanding of the complexity and dimensions of the topic with explicit connections to exploring the issue of inequality. This is a requirement for Criterion 6.

Stronger responses clearly explained the results from their research and analysed it using secondary sources. References (statistics, concepts, and theories) used in the Introduction to outline the inequality were referred to in the Analysis and Discussion allowing for links to be made between empirical data and secondary sources (as required by Criterion 7). Stronger reports had paragraphs organised around key

empirical data that was cross-matching with secondary sources leading to conclusions that analysed the causes and consequences of the inequality. Exploring the way that inequality affects the lives of the social category was a feature of the stronger reports. For example, the double burden may lead to mental health issues, conflict, loss of income, promotion, and superannuation for women.

Weaker discussions retold the figures rather than discussing the issue and referring to a figure. Weaker reports summarised their findings with no references to secondary sources. The existence of the inequality was identified but the consequences were not explored.

Candidates should be encouraged to maximise their word count in the discussion to link to inequality and it needs to be sociological.

Referencing

Candidates are reminded that referencing is a central ongoing concern for them as scholars and beginning sociologists. APA rules for referencing accurately and consistently must be applied to avoid accidental plagiarism, and in addition, demonstrate to a marker that a topic has been well considered and researched.

Using quotations and references for academic sociological work brings a formality and a voice of authority to the project. Formal acknowledgement is very important because the wording of the source will be clearer to the marker and can be more effective than clumsy paraphrases.

It is still notable that the Germov & Poole text, *Public Sociology*, continues to be cited incorrectly. This is an edited text composed of various authors and APA Guidelines should be followed accordingly in citation of this valuable resource. Candidates are encouraged to use Australian sociological sources as a key component of the evidence provided in the reports.

Submission Stage

Prior to submission, candidates, and their teacher, should again review the folio for common errors including:

- identifying the school or candidate's name – this year candidates included screenshots that had not been cropped and thus contained identifying information. Likewise, file URL inclusion provided the same identifying details
- the file name is the candidate's TASC identification
- all the components identified in the guidelines on pages 8-9, have been addressed.

2023 INVESTIGATION PROJECT MARKING GUIDELINES

Rating C- C C+	Rating B- B B+	Rating A- A A+
<p>CRITERION 5 Use ethical sociological research methods. Standard elements – 1, 2, 5 & 8</p> <p>The key consideration for this criterion is the process undertaken by the candidate to answer the question that is posed. This will include the extent to which the candidate can:</p>		
<p>A minimal expectation for a C-:</p> <p>Investigates an inequality issue for one of the social groups suggested in Module 3. (E1)</p> <p>Investigates one of the three topics as specified in the Guidelines. (E1)</p> <p>Designs and uses an appropriate research method, e.g. simple questionnaire, content analysis or interview. (E1)</p> <p>Provides a brief statement of the method. (E1)</p> <p>Addresses ethics by at least a statement on a survey. (E1)</p> <p>Locates and uses at least three different types of sources relevant to the issue. One of these sources must be the primary research. (E2)</p> <p>States results - raw data is processed. May be presented in a simple format e.g. a graph not in percentages, dot points of findings. Data from Interview sources may be direct quotations presented without being organised into themes. (E5)</p> <p>MAY INCLUDE:</p> <p>Simple evaluation of the research design or results. (E8)</p>	<p>A minimal expectation for a B-:</p> <p>Investigates an issue of inequality for one of the social groups suggested in Module 3. (E1)</p> <p>Investigates one of the three topics as specified in the Guidelines. (E1)</p> <p>Designs and administers an appropriate research method e.g., questionnaire, content analysis or interview. May use more than one method of gathering data OR a level of complexity e.g., age groups or genders. (E1)</p> <p>Provides a concise statement of method including sampling, number of participants and other relevant information. (E1)</p> <p>Directly addresses most of the ethical considerations listed in the guidelines. (E1)</p> <p>Uses at least three different sources relevant to the issue. One of these sources must be the primary research. The report utilises a range of resources that may include statistics, books, academic articles, interviews and film/video and these may be sourced from the internet. (E2)</p> <p>States and summarises results - raw data is processed. Statistics should be in percentages. The trend shown in the graphs is identified in a short statement. Data from interview/s are summarised/organised into themes. (E5)</p> <p>Data should be presented to show a relationship to the issue and categories e.g., ages, genders, rural/urban or aspects of ethnicity/ indigenous. (E5)</p> <p>SHOULD INCLUDE:</p> <p>Outlines the quality of both the process employed and the collected information. (E8)</p>	<p>A minimal expectation for an A-:</p> <p>Investigates an issue of inequality for one of the social groups suggested in Module 3. (E1)</p> <p>Investigates one of the three topics as specified in the Guidelines. (E1)</p> <p>Designs and administers an effective research method e.g., questionnaire, content analysis or interview. May use more than one method of gathering data OR a level of complexity e.g., age groups or genders. (E1)</p> <p>Provides a detailed statement of method including sampling, number of participants and other information on participants. (E1)</p> <p>Directly addresses the ethical considerations listed in the guidelines. (E1)</p> <p>Uses data from their primary research linked to a wide range of sources from at least two different text types relevant to the issue. These may include statistics, books, academic articles, interviews and film/video and can be sourced from the internet. (E2)</p> <p>States and organises results - raw data is processed. Statistics are in percentages. Trend shown in the graphs is identified in a short statement. Data from interview/s summarised/organised into useful themes. (E5)</p> <p>Data should be organised to show analysis of the relationship to the issue and categories e.g. ages, genders, rural/urban or aspects of ethnicity/ indigenous. (E5)</p> <p>EXPECTED TO INCLUDE:</p> <p>Evaluates the quality of both the process employed and the collected information. (E8)</p>

Rating C- C C+			Rating B- B B+			Rating A- A A+		
C5 (EI)								
<ul style="list-style-type: none"> If the project does not address the ethical guidelines i.e., if felt to be 'unethical': The Investigative Project is to be marked and the marker is required to advise the Marking Coordinators. The Investigative Project is to be referred to TASC for consideration. Where the report does not include a copy of the primary research instrument (appendices) and a description of the design process (research design and method) the project is to be marked and the marker is required to advise the Marker Coordinators. 								

CRITERION 5 standard elements 1, 2, 5 & 8			
5.1	creates a research design within provided ethical parameters and research methodologies	selects and uses research methodologies and ethical parameters and creates a research design	selects and uses ethical parameters and the most effective research methodologies and creates a sophisticated research design
5.2	locates a primary source and a limited range* of secondary sources related to an issue	locates a primary source and a range* of secondary sources relevant to an issue	locates a primary source and a wide range* of secondary sources relevant to an issue
5.5	uses given categories to organise information to indicate relationships, patterns and trends	selects and uses categories to effectively organise information to indicate relationships, patterns and trends	selects and uses appropriate and useful categories to methodically organise information for analysis of relationships, patterns and trends
5.8	identifies omissions or deficiencies in available sources.	analyses impact of omissions or deficiencies in available sources.	evaluates impact of omissions or deficiencies in available sources
* USE ETHICAL SOCIOLOGICAL RESEARCH METHODS			

Rating C- C C+	Rating B- B B+	Rating A- A A+
<p>CRITERION 6: Use evidence to support a sociological point of view. Elements 1, 2, 3 & 6.</p> <p>The key consideration for this criterion is the understanding and knowledge related to the sociology of equality and inequality in CAS. This will include the extent to which the candidate is able to:</p>		
<p>A minimal expectation for a C-:</p> <p>Summarises and presents quantitative and/or qualitative data relevant to the issue in a simple way. E.g., a table, or a graph showing one trend. (E1)</p> <p>Selects and uses at least two secondary sources relevant to the issue. (E2)</p> <p>Analysis/Discussion makes a link between the primary research results/data, secondary sources and the issue. (E3)</p> <p>Discusses the issues raised through the primary and secondary sources. (E3)</p> <p>Forms a conclusion related to the research question based upon primary information collected and secondary sources. (E3)</p> <p>Uses a limited range of sociological concepts and terminology throughout the report to discuss the nominated issue. (E6)</p> <p>Attempts to link empirical evidence and sociological concepts. (E6)</p>	<p>A minimal expectation for a B-:</p> <p>Summarises and presents quantitative and/or qualitative data relevant to the issue. May use more than one type of format, or include data, organised to show more than one type of characteristic of the participants e.g., gender. (E1)</p> <p>Selects a range of relevant, current sociological sources from the various categories suggested (preferably Australian) each of which contributes substantially to the report. (E2)</p> <p>Uses a range of appropriate sociological literature to support the observations and analysis of the findings from the primary research. (E2)</p> <p>Analysis/Discussion makes links between the results/data, secondary sources and the issue. (E3)</p> <p>Demonstrates some analysis and discussion of the issues raised through the primary and secondary sources. (E3)</p> <p>Forms a valid conclusion consistent with the research question based upon primary information collected and secondary sources. (E3)</p> <p>Uses a range of relevant sociological concepts and terminology throughout the report to discuss the nominated issue. Some limited analysis should be included. (E6)</p> <p>Describes links between empirical evidence and sociological concepts and may refer to theories. (E6)</p>	<p>A minimal expectation for an A-:</p> <p>Summarises and presents quantitative and/or qualitative data relevant to the issue that demonstrates a complexity either in format/s or data presented e.g. comparisons on characteristics of the participants e.g. gender or age. (E1)</p> <p>Selects a range of relevant, current sociological sources from the various categories suggested (preferably Australian) each of which contributes substantially to the report. (E2)</p> <p>Organises and integrates a balanced range of appropriate sociological literature to support the discussion and analysis of the findings from the primary research. (E2)</p> <p>Analysis/Discussion makes clear links between the results/data, secondary sources and the issue. (E3)</p> <p>Demonstrates a depth of analysis and discussion of the issues raised through the primary and secondary sources (E3)</p> <p>Use logical processes to evaluate research findings and draws valid conclusions consistent with the research question based upon primary information collected and secondary sources. (E3)</p> <p>The report uses a wide range of sociological concepts and terminology to analyse and discuss the nominated issue. (E6)</p> <p>Explains links between empirical evidence and sociological concepts and may include theories. (E6)</p>

An Investigation Project that does not contain any sociological sources, content or terms applied to the issue of inequality in the introduction and discussion, is to be referred to the Marker Coordinators for consideration. A D rating on C6 (E6) may be applied if the Investigation Project does not reflect the discipline of Sociology.

CRITERION 6 standard elements – 1, 2, 3 & 6

6.1	summarises quantitative and qualitative data in a limited range of formats	summarises quantitative and qualitative data in a range of formats	summarises quantitative and qualitative data in a wide range of formats
6.2	uses a limited range of relevant empirical and textual evidence to support observations and analysis	uses a range of relevant empirical and textual evidence to support observations and analysis	uses a wide range of relevant empirical and textual evidence to support observations and analysis
6.3	assesses research findings and draws conclusions consistent with the research question	analyses research findings and draws valid conclusions consistent with the research question	evaluates research findings and draws valid conclusions consistent with the research question
6.6	outlines links between empirical evidence and sociological concepts and theories.	describes links between empirical evidence and sociological concepts and theories.	explains links between empirical evidence and sociological concepts and theories.

* *USE EVIDENCE TO SUPPORT A SOCIOLOGICAL POINT OF VIEW*

Rating C- C C+	Rating B- B B+	Rating A- A A+
<p>CRITERION 7: *communicate sociological ideas, information, opinions, arguments and conclusions Elements – 1, 2, 3, 4 & 5</p> <p>The key consideration for this criterion is the quality of the written report. This will include the extent to which the candidate is able to:</p>		
<p>A minimal expectation for a C-:</p> <p>Addresses the basic intent to investigate an aspect of inequality that is sociological. (E1)</p> <p>Follow the Guideline suggestions to produce a report that includes an introduction, results, discussion, and conclusion. (E1)</p> <p>Meet the word limit within 10% plus or minus i.e. be at least 680 - 1320 words. (E1)</p> <p>Selects at least one method to present results that show the primary data. (E1)</p> <p>Uses formal language appropriate to report writing format (may have inconsistencies e.g. use of first person). (E2)</p> <p>Makes a connection between the secondary sources and the primary data gathered in the investigation (E2)</p> <p>Tries to identify sources of the information, images, ideas and words that are not the learner's own. Attempts to use APA conventions for referencing but may have inconsistencies or inaccuracies. (E3 & 4)</p> <p>Uses three different types of sources. (E5)</p> <p>The reference list mostly adheres to the required format – the intent to reference is clear but may not be accurately applied. (E5)</p>	<p>A minimal expectation for a B-:</p> <p>Addresses an area of inequality and investigates an issue that is sociological in nature. (E1)</p> <p>Follows the Guideline suggestions (or similar) for the written report, including introduction, methodology, results, analysis, discussion, and conclusion.</p> <p>Meet the word limit within 10% plus or minus i.e. be at least 680 - 1320 words. (E1)</p> <p>Selects appropriate method/s to present results that show the primary data in a way that is readily understood. (E1)</p> <p>Communicates ideas and explanations clearly, selecting and consistently using appropriate language conventions appropriate to report writing format. (E2)</p> <p>Has a clear connection between the background information in the secondary resources referred to and the primary data gathered in the investigation. (E2)</p> <p>Clearly and consistently uses the references so that they support the primary data in the report i.e. relevance is clear. (E2)</p> <p>Consistently identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies for APA are followed consistently, and minor errors may occur. (E3 & 4)</p> <p>Use three different types of resources, all referenced. (E5)</p> <p>The reference list adheres to the required format for APA with the intent to reference correctly evident. (E5)</p>	<p>A minimal expectation for an A-:</p> <p>Addresses an area of inequality and investigates an issue that is sociological in nature. (E1)</p> <p>Effectively follows the Guideline suggestions (or similar) for the written report, including introduction, methodology, results, analysis, discussion, and conclusion. (E1)</p> <p>Meet the word limit within 10% plus or minus i.e. be at least 680 - 1320 words. (E1)</p> <p>Selects appropriate method/s to accurately and effectively present results that clearly show the primary data. (E1)</p> <p>Communicates complex ideas and explanations coherently, selecting and consistently using appropriate language conventions appropriate to report writing format. (E2)</p> <p>There are clear and evident connections between the background information in the secondary resources and the primary data gathered in the investigation. (E2)</p> <p>Genuinely and consistently integrates references so that they support and or extend the content of the report, i.e. their relevance is clear. (E2)</p> <p>Clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies for APA are followed with a high degree of accuracy e.g. distinction made between edited books and books, conventions for multiple-authored texts followed, and internet sources correctly referenced (E3 & 4)</p> <p>Use three different types of resources, all referenced correctly.</p>

		(E5) Referencing adheres to required format for APA with appropriate, well-structured reference list. (E5)
<p>Markers must penalise Criterion 7 by at least one rating for inappropriate use of appendices and/or referencing.</p> <p>Markers must penalise by at least one rating, Investigative Projects that are significantly (plus or minus 10%) under or over the prescribed word count under Criterion 7.</p>		

CRITERION 7 Standard elements – 1, 2, 3, 4 & 5			
7.1	constructs representations, as directed, that addresses the basic intent of a question or issue	selects, constructs and uses appropriate representations to produce a response that is readily understood	selects, constructs and uses appropriate representations to accurately and effectively convey meaning, adapting representations to specific audiences and purposes
7.2	communicates basic ideas and explanations clearly, correctly using appropriate language conventions	communicates ideas and explanations clearly, selecting and consistently using appropriate language conventions	communicates complex ideas and explanations coherently, selecting and consistently using appropriate language conventions for specific audiences and purposes
7.3	differentiates the information, images, ideas and words of others from the learner's own	clearly identifies the information, images, ideas and words of others used in the learner's work	clearly identifies the information, images, ideas and words of others used in the learner's work
7.4	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy
7.5	creates appropriate reference lists	creates appropriate, structured reference lists	creates appropriate, well-structured reference lists
* COMMUNICATE SOCIOLOGICAL IDEAS, INFORMATION, OPINIONS, ARGUMENTS AND CONCLUSIONS			

Exam Report

General comments

The purpose of the assessment report is to provide feedback to candidates and teachers of the course regarding patterns of response to the exam. Markers contribute to the comments outlining strengths and areas for improvement concerning the assessment criteria.

The external assessment specifications are provided by TASC and outline the criteria and elements assessed in the exam.

Assessed Criteria

- Criterion 1 analyse theories about socialisation, identity construction and deviance (Elements 2, 4 and 5).
- Criterion 2 analyse theories about institutions (Elements 2, 4 and 5).
- Criterion 7 communicate sociological ideas, information, opinions, arguments and conclusions (Elements 1 and 2).

This year the assessment tool including criteria, elements and marker rubric has been included in this report to provide further guidance and transparency in the assessment process. Please note that the marking tool is relevant to the year of assessment and may be updated in consultation with markers each year.

Candidates and teachers should be aware that there is a minimum requirement at a C standard of two theoretical explanations including evaluation for criteria 1 and 2 for each section of the exam. Criterion 7 requires candidates to communicate ideas and information clearly and with adherence to language conventions. This includes appropriately structured essays utilising an introduction, discussion and conclusion framed through well-developed paragraphs. Weaker responses often neglected paragraph structure and did not adhere to the expectations of formal academic writing.

Stronger essay responses used a formal tone and were based on sociological analysis and terminology with explicit connections to the stimulus and course content. These essays followed the requisite essay structure with clear signposting of the argument and supportive evidence.

Section A: Socialisation, Conformity and Deviance

Question 1 – Socialisation

12 responses

Stronger responses were able to discuss perspectives and the theories that align with them. A balanced discussion resulted in some well written arguments around social control as an outcome of lifelong socialisation. Stronger responses included a robust discussion of theories and extended to discussion of some deviance theories also.

The stimulus was used effectively by most candidates, stronger responses included reference to Stimulus 2 also.

Overall, all candidates answered the questions effectively. Weaker candidates were able to list the socialisation process in line with institutions; however, they did not extend this to include a clear discussion of how this is effective in social control. Weaker candidates focused heavily on the social processes and only made mention of social control, with limited evaluation.

Stronger candidates formed an argument that integrated the socialisation processes and framed social control as an outcome of socialisation and discussed what happens when this process fails. This resulted in some strong answers that incorporated a clear explanation and well framed evaluation.

Question 2 – Identity Construction

21 Responses

Teachers and candidates should consider that this question is intended to examine Section A - Socialisation of the course.

Candidates are required to respond to the question as it is written on the exam paper and not to attempt to rewrite it and change the meaning and intent of the question. Essentially this question examines the process of the development of a sense of self through the socialisation process.

There were several very good responses to this question and candidates should be congratulated on the depth of the knowledge and understanding shown in their responses.

The course document specifies four different theoretical explanations of Socialisation: the functionalist, feminist, conflict, and interactionist approaches. Strong responses covered three of these perspectives explaining the sociological theory and applying it to the stimulus. The theories were analysed and evaluated with a particular critique from the perspective of human agency and free will.

Suggested content for the perspectives:

The interactionist perspective provided several theories to include in response to this question. Strong answers drew on the work of Cooley, Mead and/or Goffman. Stimulus 2 was particularly applicable to these theories as it was based on Cooley's work and how it can be applied in modern Australian society. It was pleasing to see some candidates drawing upon Cooley and Goffman and linking these theories to Stimulus 2 on social media, including Figure 1.

The functionalist perspective on socialisation was well covered with reference to the role of the institutions of society in providing primary and secondary socialisation. The works of Murdock and Parsons were mentioned as well as Durkheim. Several responses on this topic also unpacked the meaning of socialisation and its different forms: primary, secondary, and tertiary socialisation, resocialisation, de-socialisation, and anticipatory socialisation. Stimulus 1 provided a range of ideas/quotations that could be used in this response for example in the 3rd paragraph "They [children] are influenced by the values and the behaviour of parents, peers, immediate community and the wider society."

The conflict perspective drew upon the Marxist approach to socialisation based on class consciousness and the impact of social and physical environments on identity. Social location, (including the elements of gender, class, wealth, and occupation) and ascribed and achieved status demonstrated the impact of

inequality in society on identity. Stimulus 1 paragraph 4 provided useful information to assist in discussing this perspective e.g. “Social norms differ from community to community and family to family. Some ... may be different in the context of the individual’s social location.”

Some candidates examined gender identity from the feminist perspective. Feminist views on socialisation vary as there are different branches. All agree that women are exploited to teach norms and values supporting patriarchy, leading to female oppression. The work of Ann Oakley’s sex-role theory on gender roles and culture was cited by some candidates and is particularly applicable to this question. Some used Stimulus 1, “In order for people to know how to behave in society ... some shared values and norms are necessary.” to demonstrate how institutions perpetuate gender roles and resist changes to them.

Although some candidates chose to explore the development of a deviant identity through theories such as cultural transmission theory and labelling theory this is not recommended. If candidates choose to include the discussion of deviant identities, it should only be part of the response after establishing socialisation as discussed above through at least two or more of the perspectives outlined above. To only focus on socialisation and the creation of a deviant identity does not fully answer the question.

Question 3 – Sociological Theories of Deviance

320 Responses

Once again, this was a popular question. Overall, candidates responded well, and it was pleasing to see that candidates engaged with the stimuli. Majority of candidates referred to Stimulus 3 which triggered multiple theories for discussion and included the statistics to support their argument.

Candidates are reminded that very long introductions are not needed; there were many long introductions that repeated the same information in the body of the essay. A succinct introduction is all that is needed, candidates should frame their argument in the introduction and use the majority of time unpacking theories and evidence.

Stronger responses limited their discussion to two or three theories, this allowed them to directly address the question, while engaging in a detailed discussion of the explanations of deviance. Candidates who included 4 or 5 theories in their response tended to stretch themselves a little thin.

However, candidates should be reminded that they can use any and all of the stimuli provided in the relevant section. Question 3 instructs candidates to “use the stimulus materials and information from the course”. Therefore, candidates can choose relevant examples from any of the stimulus materials provided in Section A.

In general, most candidates used the stimulus materials effectively in responding to Question 3. Many used only examples from Stimulus 3, both the written information as well as the image of young people wearing hoodies linking to chosen theories.

A significant number of candidates placed significant emphasis on the theories of socialisation, particularly Cooley’s Looking Glass Self, as explanations of criminal activities. While this can be the case, it is a weak explanation which focuses on the individual, creating a response which was somewhat psychological in nature. Candidates should focus their explanations of deviance on the four theories outlined in the course,

which are focused on the explanations of deviance which are driven by group expectations and engagement (social control theory), individual responses to group norms and expectations (structural strain theory), the way in which social interactions can create deviant actions in people who have no necessary need to behave in a deviant way (Cultural Transmission Theory), or how individuals might become recidivists when formal and informal labels are applied to them (Labelling Theory).

In some responses candidates correctly and effectively aligned their chosen theories to the Functionalist, Conflict or Interactionist perspectives, enhancing the quality of their essay. However, for some candidates, this strategy compromised their capacity to address the fundamental elements of Question 3. Therefore, aligning the chosen theories with perspectives is a good idea if it doesn't compromise the overall quality of your response.

Several responses discussed Sutherland's Cultural Transmission Theory of Deviance

and wrote at length about primary socialisation effects and generational crime within family groups. This theory should be used to explain deviance learnt in a secondary socialisation setting and in situations where needs or basic social goals are not the primary motivator for the deviance.

There was also some confusion for weaker candidates when unpacking Social Control Theory, in several papers this was discussed as synonymous with Primary Socialisation, which ignores the important role of the rest of the social context.

Multiple responses explained deviance through the four lenses without reference to the theories of deviance or preferencing the broader lenses over the theories of deviance. These Lenses are umbrella's for understanding and categorising the theories and their intent, not theories for analysing deviance. Similarly, there were several candidates who addressed deviance with an over-reliance on anomie as a primary theoretical explanation.

Weaker responses tended to address only briefly "why some people are more likely to be involved in criminal behaviour in contemporary Australian society". Many responses were very generalised explanations of deviance theories, although some included terms and concepts and links to examples from stimulus materials. Strengths and limitations of their chosen theories in relation to the topic were sometimes briefly mentioned.

Stronger responses provided depth and detail in their analysis of their chosen theories of deviance, including at least some degree of evaluation of their strengths and weaknesses in relation to the topic and the information in Stimulus 3. They also tended to include a wide range of relevant Terms and Concepts, connecting them to examples from the stimulus materials and addressing all aspects of Question 3 in detail and depth.

Question 4 – Relativity of Deviance

47 Responses

There were a significant number of responses to this question that would have potentially been more successful in responding to Question 3 "theories of deviance" as they tended to follow a more predictable

analysis of “four theories of deviance” through the lens of Functionalist/Interactionist/Conflict Perspectives. This approach is less effective in accounting for the relativity of deviance.

The biggest shortcoming in answers to this question centred on the relativity of deviance. Many answers provided little discussion of the meaning of, and relativity of deviance, instead merely outlining and evaluating the competing theories. A logical structure for a response to this question involved beginning with a definition of deviance then exploring in more detail the relativity of deviance; finally outlining theories that attempt to account for the relative nature of deviance.

The strongest responses were discerning in which theories they chose to explain and evaluate. These responses generally included reference to Labelling and Cultural Transmission theory (i.e. Differential Association Theory) to explain the relativity of deviance. Some response also effectively linked conflict/feminist approaches as well as sub-cultural theories of deviance such as Cohen’s. The traditional Functionalist approach to deviance assumes that there is a value consensus in society regarding societal norms/values, consequently, Structural Strain Theory and Social Control Theory were less useful in attempting to explain the relativity of deviance than theories linked to the Symbolic Interactionist perspective. The strongest responses were able to identify that a key criticism of the Functionalist perspective was that these theories didn’t account for the relativity of deviance. Weaker responses just applied these theories to explain the stimulus without attempting to answer the central question which is why deviance is considered relative.

While there is a specific stimulus that was labelled “relativity of deviance”, candidates are reminded that they can use any of the stimulus material to highlight their understanding of the concepts and theories. It was pleasing to see many responses effectively utilise a range of source material. This gave candidates the opportunity to demonstrate their depth of understanding of the topic.

Section B: Institutions Power and Politics

Question 5 - Stratification

234 responses

There were many pleasing responses to the question about stratification. Such responses were characterised by strong and detailed essay structure, consistent use of stimuli and sociological theory and explicit understanding of all elements of the question. Additional connections to legislation and social movement strengthened the sociological argument.

Strong quality responses were detailed and included short succinct introductions which included correct spelling and dates associated with classical theorists and their works. Better introductions also served to signpost the direction of the argument and a brief reference to selected stimuli. Importantly more capable candidates also remembered to leave enough time to make a final impact with conclusions which also referred explicitly or implicitly to the wording of the question. The use of detail such as specific sociological terminology and concepts were a feature throughout well-constructed responses to this question.

Overwhelmingly candidates chose to concentrate on a sound discussion of Stimulus 5 and less often Stimulus 8. These candidates were able to unpack the considerable advantages related to families from a higher socioeconomic status, and cultural capital and how this converts to educational opportunities and future post-school qualification rates in early adulthood and thus the reproduction of stratification in contemporary Australian society.

Successful candidates were able to make use of the excellent stimulus material in (5) to support their argument concerning the stratifying impact of various education legislation and reforms including, Gender equity, Indigenous and Isolated Schools, HECS and Gonski. Strong responses established early in the body of their essay the connections between economic capital and the link to success in education and the reproduction of disadvantage for many young adults from low SES families.

Some candidates appeared to have trouble with the material in Stimulus 8 Family, which generally considered changing functions of family. Stronger candidates recognised the opportunity to comment on these changed functions and forms of family in contemporary Australia and made links to relevant theories and concepts such as the Conflict and Feminist perspectives, feminisation of poverty, triple burden, primary socialisation, patriarchy and the domestic division of labour.

References to the power of credentialism and networking were linked to SES and young adults (Stimulus 5) from families with more abundant economic capital and increased ability to access high-quality educational resources through, for example, after-hours school instruction and often private tutors despite coming from time-poor families” (Stimulus 8). Successful candidates were able to also make connections to the impact of material poverty and suppression of academic ambitions describing how material poverty and reduced aspirations may lead to consciously giving up further study as suggested by the data in Figure 5.

This detailed discussion also provided support for those many students who used Figure 4 which was a discussion of Commonwealth school funding data. It was very pleasing to see most students avoided making assumptions in their writing about stereotypical and value judgments about students and their families, SES and public and private schools.

Many candidates were generally able to detail how functionalists tend to view the family in the traditional sense, namely, a married heterosexual couple with children. Then go on to acknowledge Stimulus 8 and show how Conflict and Feminist perspectives counter this argument and prefer much broader definitions of the family that include same-sex relationships, cohabitation, and any number of variants.

Family and household diversity can also refer to the organisation of the family; for example through changes in the division of labour, which was linked in stronger examples to Stimulus 8 pointing to the positive contribution of the nuclear family to providing primary socialisation and other traditional functions. Parsons was drawn heavily upon here and arguments for the persistence of the nuclear family. Some candidates successfully used references to more contemporary research and theory to support their arguments for changes in the social order. Some candidates argued the link between familial functions, rapid change and the creation of anomie.

Included in many essays were very strong references to feminist perspectives which described the entrenched nature of patriarchy in the family unit and the unequal power dynamics that remain problematic

as indicated by the family stimulus in modern families where mothers seem to bear in many instances, sole responsibly for the triple shift. Links were made to rates of domestic violence within the family unit and also amongst young adults themselves. Students could argue here strongly that women can be exploited by men and still seem to carry out much of the domestic and emotional labour such as the “lovingly prepared meal”; which was referred to often. Connections were made to other emotional labour such as completing housework, grocery shopping, childcare and related tasks, and maintenance of the status quo in Australian workplaces. Even where women undertake employment, “work long hours, experience long commutes...” (Stimulus 7).

Weaker candidate responses provided definitions of inequality rather than the question focus on stratification. Whilst there is a connection the essay must address the focus of the question first in outlining and explaining stratification in Australian society. Likewise, the responses that did not meet the C standards lacked sufficient coverage of two institutions and the associated theoretical explanations. Candidates are reminded that the external assessment specifications provided by TASC outline the criterion elements assessed and the content that must be addressed in the exam.

Question 6 - Power and Politics

20 responses

There were many strong responses to the question on power and politics in institutions this year. These essays were structured to meet the requirements of a formal academic analytical essay, including an introduction, a clear response to the topic and the provision of theoretical explanations and terminology. Skilled responses were able to unpack the complexity of power and politics in Australian society concerning social movements and pressure groups with the stimulus. Such discussion outlined the role of pressure groups in flagging power differences between social categories and the political change needed to address resultant inequities.

Candidates who discussed family and education were able to draw connections between socioeconomic status and power issues arising from the hidden curriculum, language and cultural capital. Relevant theoretical connections were often made to Bourdieu, Bowles and Gintis and integrated with the stimulus. Those candidates with a sophisticated understanding of power struggles were able to identify how those in power were able to influence the funding of the education system to their benefit. These essays may have referred to Murdock and his theory of the family but noted that such explanations account for power differences persisting making clear reference to the essay focus.

Weaker responses did not refer to social movements and pressure groups and often gave too much focus to family and the functionalist perspective without noting specific theorists and their particulars. The responses that relied on the functionalist perspective did not often make theoretical connections to the essay topic of power and politics. Likewise, weaker responses were often confused about the difference between the Maternity Leave Act and the government initiative of the Paid Parental Leave financial support.

The family stimulus provided an opportunity for candidates to explore the slow-moving shift in power in the institution of the family. Connections could have been made to the feminist movement, and legislative

change as a response to the attention on women’s experience and the continuing need to address still existing inequities in the family. Relevant to this discussion could have been the poor outcomes for women following divorce or gendered violence.

The education stimulus was most often used with responses including discussion of Gonski reform, but few candidates were able to discuss the lengthy political intervention in funding or the ongoing disparity in system funding. Most responses were able to discuss the inequities in system funding with objectivity and an understanding of the complexities of educational reform and student outcomes.

Whilst the work stimulus was not used as frequently, stronger responses were able to draw on the wealth of content relevant to this question. The stimulus highlighted the changing nature of work with an increase in ‘the casualisation and insecure nature of work ... [having] major consequences for the socioeconomically disadvantaged’. Further, the stimulus goes on to draw connections between social mobility and underemployment which would have allowed for a discussion of the links to education funding for the discerning candidate. Those candidates that utilised the work stimulus were able to draw on the theoretical understanding of Marx, Weber and capitalism to highlight the power imbalance and political machinations in this institution.

Candidates are reminded that theories are a lens for understanding and analysis of social life and historical events that shape society. Theories inform and explore sociological analysis they are not a social force driving events. Stronger responses were able to utilise the theories to explore power differences, attempts to address such issues and the role of politics in reinforcing or revising power inequities.

Question 7 - Interrelationships

35 responses

The interrelationship question provides an opportunity for candidates to explore the connections between two institutions. Exploring those connections could occur from a range of options including:

- Socialisation – how are norms, values and beliefs learned in one institution and then reinforced in another institution?
- Change – change in one institution leads to change in another.
- Inequality – inequality (or stratification) in one institution manifests in inequality in another.

It should be noted that the response to this question requires institutions to be discussed in connection with each other, rather than separately. The impact of changes to gender roles in the family is connected to changes within the workforce, that is they are intertwined.

Stronger responses were able to discuss the institutions together and were well-synthesised. This structure highlights how an occurrence in one institution inevitably results in the same occurrence in another. Theory, concepts and stimulus examples were used exceptionally well to support a solid answer to the question in such responses. Candidates were able to use legislation and policy to support the effects of power and politics in multiple institutions and further illustrate the interrelationship between the institutions. Strong candidates were able to draw on statistical sources (such as the Australian Bureau of Statistics) that were used as further evidence in addition to the stimulus examples provided.

Weaker responses discussed the Institutions separately, one paragraph at a time, without links. Therefore, the question of interrelationship was left unanswered. Sociological theory or a conceptual understanding was lacking or used minimally, and stimulus examples were not used or not used effectively.

Stimulus 7 (work) and Stimulus 5 (education) could have been used to highlight that inequality in education, leads to inequality in work, hence the interrelationship. For example, “The effects of socio-economic disadvantage...are especially evident when looking at...the workforce” (Stimulus 7) + “increased funding allocation to private schools...” makes it very difficult for individuals who cannot afford private schooling to succeed (Stimulus 6).

Stronger responses discussed sociological theorists specifically by name, using their specific theoretical concepts. Functionalists such as Durkheim and Parsons and their concepts relating to socialisation were discussed and then evaluated using interactionists, such as Cooley and Mead, together with their concepts of the ‘looking glass self’ and ‘3 stages of self-formation’ respectively. Some very strong responses used feminist Raewyn Connell’s theories surrounding the formation of gender identity during socialisation, making strong links between gender identity construction in the family and then in education. Karl Marx was also used in the stronger responses, particularly how access to resources in the family leads to access to higher quality education and then occupational success. Conflict theorists such as Pierre Bourdieu and his ‘capitals’ were used well, together with Brian Graetz’s ‘reproduction of privilege’ and Basil Bernstein’s ‘codes of speech’. Stronger responses were also able to make links between family and work, drawing on theorists such as Sylvia Walby and her feminist concept of ‘gendered work’.

Weaker responses did not make reference to theory or concepts. Often, if sociological theory was used, it was simply a reference to functionalism and conflict theory, without the use of specific theorists and their concepts. Many of the weaker responses were not able to draw on interactionist or feminist theory unfortunately.

Question 8 - Changes over Time

III responses

There were a broad range of responses to this question. Most students were able to identify some significant changes to the institutions in contemporary Australian society such as changing family structures, working environments and length of time spent in education.

Stronger responses included a detailed theory discussion, with specific connections made to the social topics or issues and how key theories and theorists might explain these changes. Weaker responses included a summary of how the institutions have changed over time, followed by a limited or generalised discussion of theoretical approaches.

Most respondents chose to discuss family and work within their essay, including some fantastic discussions around the changing role of women within the traditional nuclear family and their increased labour force participation. There were also a limited number of discussions around education the changing role of education and the influence education has on social mobility and cultural capital. Very few respondents chose to discuss the media institution.

The use of legislation or other evidence to support key arguments greatly strengthened their responses to the question. Furthermore, accurate and detailed use of stimulus material was rewarded. Weaker responses appeared to be pre planned and didn't include adaptations to the specific working of the question or stimulus material.

Most candidates were able to address the question requirements clearly in the introduction and stuck to the task of addressing change in institutions throughout their responses. Most candidates referred to feminist theory and explored the changing roles of women in the family over time. Weaker responses did not make meaningful connections to sociological perspectives and theories or only referred to one stimulus.

There were some attempts to engage with Stimulus 8 on family although most attempts were surface level, merely mentioning the change in family structures and that family time is not as valued in Contemporary Australian Society. More connections between the shift in the function of the family and the theoretical perspectives were needed here.

Most candidates made general reference to the statistics in Stimulus 5 regarding non-government schools receiving more funding than government schools. There was little reference or connection to the written information as to where the different funding came from.

Talcott Parsons seemed to be the main theorist referred to in these responses although the majority just mentioned his name and needed to demonstrate more understanding of his theory in detail and apply it to the stimulus.

2023 External Assessment Written Marking Tool

Section A – Criterion 1 – Standard Elements 2, 4 and 5 in red

It is essential that a C rating cites the stimulus and uses at least two sociological explanations.

Criterion 1: *Analyse theories about socialisation, identity construction and deviance											
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
2. Explains sociological issues and situations, correctly using a wide range of terms and concepts			2. Describes sociological issues and situations, correctly using a range of terms and concepts			2. Outlines sociological issues and situations, correctly using a limited range of terms and concepts					
Applies a wide range of sociological terms and concepts to relevant examples from the stimulus and the course to give a detailed explanation of sociological issues in CAS.			Applies a range of sociological terms and concepts to relevant examples from the stimulus and the course to describe sociological issues in CAS.			Uses a limited range of sociological terms and concepts to relevant examples from the stimulus and the course to outline sociological issues in CAS.			No sociological concepts applied to an issue in contemporary Australian society.		
4. Evaluates strengths and limitations of alternative theoretical perspectives on socialisation, identity construction and deviance			4. Analyses strengths and limitations of alternative theoretical perspectives on socialisation, identity construction and deviance			4. Describes strengths and limitations of alternative theoretical perspectives on socialisation, identity construction and deviance					
Describes accurately and in detail, sociological theories that seek to explain socialisation, identity construction and/or deviance.			Explains accurately and with some detail sociological theories that seek to explain socialisation, identity construction and/or deviance.			Describes the key concepts in at least two theories that seek to explain socialisation, identity construction and/or deviance.			D rating on C2: Only one theory to explain socialisation, identity construction and/or deviance.		
Critically analyses and evaluates sociological theories of socialisation, identity construction and/or deviance.			Identifies the strengths and limitations of sociological theories of socialisation, identity construction and/or deviance.			Displays a basic awareness of the strengths and limitations of sociological theories of socialisation, identity construction and/or deviance.			Not done		
5. Argues a well-reasoned and coherent point of view on an aspect of socialisation, identity construction and deviance using a wide range of evidence, concepts, and theoretical perspectives.			5. Argues a point of view on an aspect of socialisation, identity construction and deviance using a range of evidence, concepts, and theoretical perspectives.			5. Presents a position on an aspect of socialisation, identity construction and deviance using a limited range of evidence, concepts, and theoretical perspectives.					
Argues a well-reasoned and coherent point of view on an aspect of socialisation, identity construction and/or deviance using a wide range of relevant evidence from the stimulus and course.			Argues a point of view on an aspect of socialisation, identity construction and/or deviance using a range of relevant evidence from the stimulus and course.			Outlines a position on an aspect of socialisation, identity construction and/or deviance using some relevant evidence from the stimulus and course.			No attempt to use evidence from the stimulus or course.		

Develops a sustained and convincing argument in response to the question that integrates sociological theories of socialisation, identity construction and/or deviance.	Develops a logical argument in response to the question that utilises sociological theories of socialisation, identity construction and/or deviance.	Selects and uses at least two sociological theories of socialisation, identity construction and/or deviance.	Only one sociological theory on socialisation, identity construction and/or deviance given, or no theories given.
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Section B – Criterion 2 – Standard Elements 2, 4 and 5 in red

It is essential that a C rating cites the stimulus and uses at least two sociological explanations.

Criterion 2: *Analyse theories about institutions											
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
2. Explains sociological issues and situations, correctly using a wide range of terms and concepts			2. Describes sociological issues and situations, correctly using a range of terms and concepts			2. Outlines sociological issues and situations, correctly using a limited range of terms and concepts					
Applies a wide range of sociological terms and concepts to relevant examples from the stimulus and the course to give a detailed explanation of sociological issues in CAS.			Applies a range of sociological terms and concepts to relevant examples from the stimulus and the course to describe sociological issues in CAS.			Uses a limited range of sociological terms and concepts to relevant examples from the stimulus and the course to outline sociological issues in CAS.			No sociological concepts applied to an issue in contemporary Australian society.		
4. Analyses and evaluates theories that seek to explain the institutions of family, education, work and the media			4. Analyses theories that seek to explain the institutions of family, education, work and the media			4. Describes theories that seek to explain the institutions of family, education, work and the media					
Describes accurately and in detail, sociological theories that seek to explain the institutions of family, education, work, and the media.			Explains accurately and with some detail sociological theories that seek to explain the institutions of family, education, work, and the media.			Describes the key concepts in at least two sociological theories that seek to explain the institutions of family, education, work, and the media.			D rating on C2: Only one theory to explain family, education, work and/or the media given, or no theoretical explanation given.		
Critically analyses and evaluates sociological theories of the institutions of family, education, work and/or the media by examining the strengths and limitations.			Identifies the strengths and limitations of sociological theories of the institutions of family, education, work and/or the media.			Displays a basic awareness of the strengths and limitations of sociological theories of the institutions of family, education, work and/or the media.			Not done		
5. Argues a well-reasoned and coherent point of view on an aspect of institutions in CAS using a wide range of evidence, concepts and theoretical perspectives			5. Argues a point of view on an aspect of institutions in CAS using a range of evidence, concepts and theoretical perspectives			5. Presents a position on an aspect of institutions in CAS using a limited range of evidence, concepts and theoretical perspectives					
Argues a well-reasoned and coherent point of view on an aspect of the institutions of the family, education, work and/or the media using a wide range of relevant evidence from the stimulus and course.			Argues a point of view on an aspect of the institutions of the family, education, work and/or the media using a range of relevant evidence from the stimulus and course.			Outlines a position on an aspect of the institutions of the family, education, work and/or the media using some relevant evidence from the stimulus and course.			No attempt to use evidence from the stimulus or course.		

Criterion 2: *Analyse theories about institutions											
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
Develops a sustained and convincing argument that integrates alternative theoretical explanations of the institutions of family, education, work and/or the media.			Develops a clear argument that utilises alternative theories on the institutions of family, education, work and/or the media.			Selects and uses at least two theoretical explanations of the institutions of family, education, work and/or the media.			Only one sociological theory on the institutions of family, education, work and/or the media given, or no theories given.		

Section A and B – Criterion 7 – Standard Elements 1 and 2 in red

It is essential that a C rating cites the stimulus and uses at least two sociological explanations.

Criterion 7: *Communicate sociological ideas, information, opinions, arguments and conclusions											
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
1. Selects, constructs, and uses appropriate written, oral/signed, multimodal and mathematical representations to accurately and effectively convey meaning, adapting representations to specific audiences and purposes			1. Selects, constructs, and uses appropriate written, oral/signed, multimodal and mathematical representations to produce a response that is readily understood			1. Constructs and uses written, oral/signed, multimodal and mathematical representations, as directed, that addresses the basic intent of a question or issue					
Answers the question in a logical, coherent, and relevant manner through sustained argument/discussion that addresses all aspects of the question.			Proposes an answer to the question with valid, logical argument/discussion that addresses most aspects of the question.			Attempts to answer the question with some argument/discussion that addresses some of the aspects of question.			Does not answer the specific question. Response is less than 400 words. Answer is information only		
Essential element - Uses the stimulus and makes clear links to the question topic.			Essential element - Uses the stimulus and makes links to the question topic.			Essential element - Uses the stimulus and attempts to link to the question topic.			Does not use the stimulus – D rating on C7.		
Quotes and/or paraphrases from the stimulus. Gives a detailed interpretation of information by providing sound justification, through links to concepts, theories, and the issue.			Quotes and/or paraphrases from the stimulus. Interprets the information in a logical and relevant way, linking to the concepts, theories, and the issue.			Quotes and/or paraphrases the stimulus and attempts to explain and make links to the issue,			No reference, paraphrasing or quoting from the stimulus.		
2. Communicates complex ideas and explanations coherently, selecting and consistently using appropriate language conventions for specific audiences and purposes			2. Communicates ideas and explanations clearly, selecting and consistently using appropriate language conventions			2. Communicates basic ideas and explanations clearly, correctly using appropriate language conventions					
Presents a cohesive structured argument in a written response to the question, where the structure contributes to the argument.			Creates an effective and clearly structured written response to the question.			Uses a basic structure in a written response to the question.			Unstructured response.		
Accurately uses complex grammatical conventions, language, spelling and punctuation in a written response.			Accurately and consistently uses grammatical conventions, language, spelling and punctuation in a written response.			Correctly uses grammatical conventions, language, spelling and punctuation in a written response.			Significant errors occur in the accurate use of grammatical conventions, language, spelling and punctuation.		

