

2024 ASSESSMENT REPORT

BHS315116 SOCIOLOGY

Folio Component

Many students demonstrated an understanding of sociological analysis and thorough research in their folio submissions. However, some students exceeded word limits, and did not sufficiently address ethical concerns. Future students should focus on ethical procedures and closely adhering to the guidelines.

Topics

Stronger folios explored an area of inequality that directly related to one of the five social categories stipulated in the folio guidelines. Students were able to demonstrate deeper knowledge of inequality when their topics were more focused to a specific aspect of inequality as opposed to being broad explorations of one social category.

There were several folios this year where students chose topics outside the scope of the folio guidelines. A few students chose socioeconomic status as their area of inequality which is not one of the social categories provided. This topic can be explored provided it clearly connects with a specific social category and one of the topic areas. Students are reminded all topics must be clearly sociological in nature with some folios attempting to explore inequality between siblings, which would be better suited to a psychological focus (e.g. birth order theory).

Several folios focused on the topic of family structure and dynamics – and how non-nuclear family types (including same-sex families and blended families) contribute to inequality in youth. Data collected for these relied heavily on opinion-based surveys and lacked sociological rigor.

The majority of students selected a clear topic and category and put this on the cover page. Stronger responses streamlined their topics, making clear connections to the focus topic from the guidelines. For example, gender and allocation of management roles in accounting professions. Weaker folios had topics of inquiry that were very broad and needed greater focus, as this made it challenging for students to develop a solid argument on just one aspect of inequality.

Students are advised to develop a research statement or inquiry question to focus their literature review and subsequent primary research. It is not sufficient to state that the research topic is 'gender inequality at work'. A specific and focussed research focus would address one of the focus questions from the guidelines and include the social category.

For example:

'Despite the gains for equality fostered by the feminist movement, there continues to exist a disparity in the work roles men and women undertake. These differences in roles frequently relate to levels of management and leadership which have economic consequences for women. This study seeks to explore the gender differences in accountancy, leadership roles and economic inequality for Australian women.'

Folio Guidelines

Teachers and students are expected to be familiar with and adhere to the folio guidelines. Markers were concerned by the number of students that identified themselves, their teacher and/or the school when the guidelines specify the need for anonymity.

Ethical processes and understanding continue to concern markers, given these are explicitly outlined in the guidelines for the safety of the researcher and the participants. Being 18 years old does not exempt a participant from being protected by ethical research processes.

Penalties will be applied for folios that do not adhere to:

- sociological content
- appropriate topics – including the social category
- ethical research and practices
- exceeding word count
- academic integrity breaches.

Appropriate Topics	Ethical Research Method	Not Suitable
Access to health facilities in rural communities.	Interview with adult medical practitioner working in a rural area.	Surveying students about their health issues and how they can't access health services.
Mental health – rural/youth/gender.	Interview with a counsellor/psychologist/nurse specialising in this field.	Surveying students about their mental health issues and impacts.
Body image and the media – gender.	Content analysis. Interview with suitable specialist.	Surveying students about their social media use, perception of body image.
Family structures and gender inequality. Women as primary caregivers post-divorce e.g. economic inequality.	Interview. Case study – 3 to 5 participants.	Surveying students on their opinion about family structures and relating this to values, morals and beliefs.

Unsuitable topics:

- socioeconomic status (unless linked to a social category explicitly)
- sexual habits, behaviours or abuse
- drug or alcohol use/habits
- health issues – if not linked to a social category and examined through a sociological lens
- any research relying on participant opinion only
- any research topic relying on participant observations outside the scope of their knowledge or experience
- any topic that presents safeguarding issues for either the participant or the researcher.

Criterion 5

Effective research typically involved a single, in-depth research tool, such as a survey, content analysis or interview containing a range of relevant questions, administered to an appropriate number of participants. Stronger folios included a Research Method and Design section that concisely addressed ethics, methodology and the different components of their research. Stronger responses were able to outline the reason for their selection of participants, including the qualifications of selected interview 'experts'. The demographic of the sample selection was not frequently included. It would be relevant to the research process to identify the number of participants utilised, age, gender and other relevant social markers related to the research question.

Most students used convenience sampling for surveys. Stronger responses utilised the demographics of those surveyed and asked questions that teenagers and fellow school students have experienced. Weaker responses often surveyed fellow students about topics they have little or no experience/knowledge of budgets, staffing, childcare, parenting, workplace politics etc. This did not allow for reliable data to be collected and analysed. Quantitative and qualitative questioning was often too tailored, leading participants in a student's preferred direction.

Stronger folios used adult experts in the specific area of inequality, which provided more useful and credible analysis by students. Students should acknowledge when their research instrument only measures the perception of inequality rather than an objective measure of inequality.

Some students conducted content analyses but did not explicitly identify this research method in the Research Method and Design section, which requires clarity to avoid leaving the markers to infer the methodology. Several students chose research topics that fell outside the scope of the folio guidelines, such as socioeconomic status or the study of Muslims, which pertains to religion rather than ethnicity.

In some instances, there was insufficient discussion of ethical considerations, with students providing only brief statements that ethical guidelines had been followed, without detailing how these considerations were addressed in the research process. Several students included identifying information about schools and teachers in their research, and in some instances, even the names of participants were included. Anonymity should be the default for the Investigation Project.

Stronger folios included detailed descriptors of the research design and how this related to the topic of inequality being explored. This included the theme of questioning, the suitability of the participants and a thorough overview of the relevant ethical considerations. Research participants who were 'experts' in the requisite area of research resulted in the development of more credible arguments and analysis.

Students are encouraged to be discerning about which graphs, and how many, to include in results (don't need to graph all questions asked, focus on those that are relevant and discussed in the Analysis/Discussion section).

Research limitations should NOT be included in the research methodology as indicated in the Investigation Project Guidelines.

A large number of investigations included a materials and procedure section in the research method, as is expected in a Psychology task and is not suited to the Sociology Folio.

Students should include a summary of the raw data in an appendix. This is important in allowing the marker to understand the results the student has included in their graphs as well as looking at any patterns evident in the responses given.

Criterion 6

Stronger students chose topics and sources that clearly reflected the Sociology discipline. It was pleasing to see many students discussing a range of relevant sociological concepts in their literature reviews and drawing on current, Australian sociological sources. Some folios were lacking in sociological content, which sometimes led to these reading more as a health or legal report.

Stronger students effectively utilised a range of academic **Australian sources** in their literature reviews, often incorporating a relevant sociological perspective that provided deeper insight into their chosen topic. Future students are strongly encouraged to utilise Sociology textbooks as a starting point for their literature review and as supporting evidence in the discussion. Sources should be primarily sociological in focus.

Weaker folios included literature reviews that were overly focused on definitions of concepts that were not directly connected to their research topic, which weakened the overall relevance and focus of the review. Some students relied on sources that were not sociological in nature, such as those related to legal or health topics. Alice Eagly's Social Role Theory, which is more psychological in nature, was cited by a few students who were exploring gender inequality. Students are encouraged to only include a summary of sociological theory/perspectives that are pertinent and relevant to the area of inequality being explored. There was a tendency for some students to summarise a range of theories that had no relevant connection to their research focus. This detracted, rather than enhanced, the quality of the argument they were developing. Theories of deviance should not be included in an Investigation Project. This should be about inequality, not why or how people resort to deviant behaviours.

Folios which received a rating in the 'A' range (particularly for Criterion 6) used primary research together with secondary sociological research in the Analysis & Discussion. For stronger folios, all arguments were well-supported with both primary and secondary research, which was of a **sociological** nature, and which was well-synthesised. Stronger folios used sociological texts in the form of credible Australian textbooks and academic journals to support strong sociological arguments.

Weaker folios this year lacked sociological concepts or focus to support a sociological argument on the chosen research question. Credible sociological research was lacking from weaker folios, with many students instead using unsuitable evidence from dictionary.com, Save the Children or Britannica. Likewise, the use of psychology and psycho-social theories or sources are not relevant to the completion of the Sociology folio.

Weaker folios included too much analysis of the results to the detriment of discussing the meaning and implications of these findings in understanding the issue of inequality explored. Students have the option, and are encouraged to, briefly summarise the key pattern of findings underneath each

graph, thus allowing them more time in the discussion to analyse what findings of the results mean.

Criterion 7

Stronger folios were well-written, followed the folio guidelines and used APA referencing with a high degree of accuracy. Students who adhered to grammar and punctuation conventions, whilst maintaining a formal tone in their writing, tended to be rewarded on Criterion 7.

Students should ensure that they are **proofreading** their folios thoroughly prior to submitting, as there were several instances of typographical errors (e.g. misspelt words, sentences without full stops). It is also important that **APA referencing** is adhered to consistently, both in-text and in the final reference list. Several folios needed to include more in-text references to substantiate claims, especially when making sweeping statements such as 'all youths experience inequality'.

Folios tended to score higher on Criterion 7 when all or most of the folio guidelines were adhered to. Stronger students produced folios that were neatly formatted, followed the structure of a sociological research report and had relevant information in the appendices (such as raw data and a copy of the research tool). Some students did not include an appendices section at all or did not follow instructions for this section (e.g. placed Google or Microsoft auto-generated figures in this section as opposed to raw data).

Stronger folios were referenced with precision, using both in-text citations and a correctly structured reference list in accordance with the APA Referencing Guidelines. While most students successfully used APA for their reference lists, there were many that did not categorise their text types. Students should be able to differentiate between different electronic based sources. An online 'Journal' is not a 'Website' and should not be categorised as such.

Students are encouraged to learn how to differentiate between a textbook and a 'chapter in an edited book'. Unfortunately, the Germov & Poole text continues to be incorrectly referenced as a book, rather than chapters in an edited text.

Students are likewise encouraged to familiarise themselves with the latest APA7 referencing guidelines which have streamlined the process of referencing 'Books' (place of publication no longer required) and 'Internet sites' (date accessed no longer required). Similarly, students should abbreviate multiple authors when citing in-text, i.e. if more than 2 authors they can abbreviate to (van Krieken, et al., 2020). In APA7 this can be done from the first time the reference is used. Most universities provide clear guides to referencing and citing using APA, such as [La Trobe University](#). Referencing generators are helpful only if used accurately by source type.

There were many strong introductions with students demonstrating a detailed understanding of their topic and inequality. While some kept this depth and detail in the discussion section, there were a large number that lost this detail as the investigation progressed. This was possibly due to the scope/topic being too wide to allow for a detailed analysis and discussion of their data collection.

It is important that students include the aim of their investigation to either begin or conclude their introduction – this was omitted in quite a few instances which meant that the introduction did not develop a clear or logical rationale for their investigation. This is stated in the investigation project

guidelines and serves as a reminder that students and teachers need to be aware of these requirements.

Teachers and students are encouraged to review the Folio Marking Guidelines for 2024 in Appendix 1. Keeping in mind this is relevant to the folios assessed in 2024 and may be modified in 2025.

Written Component

Section A

High-performing students in Section A demonstrated clear, sociological responses to the selected question. These students were able to make connections between the stimulus provided, the wording of the question and sociological theoretical explanations.

Question 1: Socialisation and Social Control

Criterion 1

Most students referred to Stimulus 1 and used education and family institutions in their responses. Many students referred to Marxism for conflict theory, Hirschi and his social control theory was also very popular. Durkheim and Parsons were used in almost all responses for the Functionalist perspective. Stronger answers were able to clearly discuss the role of gender disparity and how controlling the freedom of women was a form of social control.

Stronger responses embedded their evaluation of theoretical perspectives with their analysis of the stimulus. They also referred to the function of social control throughout their essay – ensuring that they were answering the question.

Most students referred to the “69% of parents believe schools should be teaching more social skills...” statistic from stimulus 1. Stronger responses took the time to connect this statistic to the changing nature of the agents of socialisation. Stronger responses also discussed why socialisation is occurring in multiple settings due to shifts in family structure and work commitments. Some students also discussed the growing role of media in the socialisation process at the primary and secondary stages. Weaker responses simply used this statistic to connect to the stimulus without much explanation.

Criterion 7

Weaker responses tended to write whole paragraphs summarising the socialisation process and the agents of socialisation before mentioning or evaluating any theory or referring to any stimulus. Stronger responses were able to synthesise information in the response to the questions within an effective essay structure.

Students should practice using key terms and concepts in the question throughout their responses in order to provide a direct and specific response to the exam question, as opposed to a rehearsed essay that did not address the stimulus. Most essays referred to the process of socialisation although a discussion and evaluation of social control was often missing from weaker responses.

Stronger responses were able to synthesise information in the response to the questions within an effective essay structure. These essays unpacked relevant parts of the stimulus and made

detailed connections to the socialisation process. These essays also made regular references to social control throughout their response and made attempts to evaluate each theory's view on social control mechanisms.

Question 2: Identity Construction

Criterion 1

Stronger answers explored how functionalism and conflict theories allocated individual's positions in society that then influenced their identity construction. Stronger answers successfully used the symbolic interactionist perspectives to evaluate the weaknesses in functionalism and conflict theory.

Cooley's 'Looking Glass Self', Goffman's dramaturgy and George Herbert Mead were the most popular theories evaluated. Cultural transmission theory was also commonly referred to and some responses used the deviance stimulus to explain socialisation as a dysfunction of identity formation. Some answers discussed institutions and their roles in the socialisation process but, this then needs to be connected to the individual's identity construction.

John Velegrinis' ideas in stimulus 1 were most commonly referred to in these responses. Most students made reference to "more individual time looking at screens". Discussion of the concept of a "behaviour curriculum" would have allowed for greater evaluation of shifts in identity construction in Contemporary Australian Society.

Stimulus 2 was very generally referred to in most responses. Greater discussion of "forming a healthy, resilient identity" would have helped students provide a more developed evaluation of identity construction in the modern world.

Criterion 7

Most students focused on how the socialisation process aids in identity construction. Some students only discussed the theories of socialisation with brief connections to identity construction in the introduction and conclusion.

Stronger answers discussed identity construction in just as much, if not more detail that the general socialisation process. These responses drew on a variety of symbolic interactionist theories and evaluated them against functionalism and conflict theory. Some responses addressed how the socialisation process can go wrong, and deviance occurs although stronger answers were able to do this without diverging too far from the socialisation focus of the question.

Weaker answers simply discussed theories and the socialisation process without making clear connections to the identity construction process. Most students at least mentioned two theoretical perspectives although these responses needed to develop their discussion and evaluation of specific theories as opposed to simply mentioning them. Many weaker answers briefly mentioned one stimulus with no further discussion or engagement.

Question 3: Theories of Deviance

Criterion 1

Most students provided at least three theories and detailed the key components of each theory. Some of these did not give much information about the weaknesses, although it was implied when

they moved on to another theory. Equally most students were able to use the stimulus to present a position, with some stronger essays arguing a more logical and coherent point of view related to the question wording.

A number of students used the stimulus to link effectively to Labelling theory, and to the concept of differential association. Using specific quotes from the text like 'crimfluencers', 'a new generation of criminals...'. high performing students were able to explore the work of Albert Cohen and delinquent subcultures. These students were able to integrate content from multiple stimuli, with clear links to theoretical explanations.

Students are reminded to name the deviance theorists and to discuss the limitations of their theories. Stronger answers linked the limitations of the theories to the scenarios in the stimuli. Some students spent considerable time discussing the functions of deviance. While a general discussion on these may provide useful context for the application and analysis of the deviance theories, the discussion on the functions of deviance should be kept brief so it does not take up too much time and reduce the time analysing and evaluating the theories.

Criterion 7

Most essays attempted to answer the question and were able to paraphrase or quote from the stimulus following an academic essay structure. Stronger and more skilled responses were able to address the specific language from the question and used this to frame their response. These essays carefully synthesised the stimulus material with course content and sociological analysis.

Weaker responses had frequent spelling errors including the name of theorists and theories. These essays lacked theoretical detail and connection to the course content and stimulus material. Students should note that learning acronyms to recall theory details is an effective study habit, but they are to be discouraged from including them in a formal essay. Some students tended to over generalise their explanation of Structural Strain Theory providing a limited and simplistic view of crime as a class issue.

Question 4: Relativity of Deviance

Criterion 1

High performing students appropriately selected theories that were applicable to stimulus material and the relative nature of deviance. These responses generally included references to Durkheim's four Functions of Deviance, Labelling and Cultural Transmission theory (i.e. Differential Association Theory) to explain the relativity of deviance. Weaker responses were more inclined to use theories that were not as well suited to the stimulus or question, e.g. Structural Strain theory. The strongest responses were able to explicitly apply theory and its elements (e.g. age, intensity and ratio when discussing Cultural Transmission Theory) to factors of relativity, using stimulus and evidence from Contemporary Australian Society (CAS) to support their arguments.

Weaker responses only applied these theories to explain the stimulus without attempting to answer the central question which is why deviance is considered relative. Some answers provided little discussion of the meaning of, and relativity of deviance, instead merely outlining and evaluating the competing theories. While there is a specific stimulus that was labelled "relativity of deviance", students 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 students the opportunity to demonstrate their depth of understanding of the topic.

Criterion 7

This question was generally answered well, with most students attempting to answer the specific question of relativity. However, as in previous years, a number of responses to this question may have potentially been more successful in responding to the “theories of deviance” question as they tended to follow a more predictable analysis of “three theories of deviance” through the lens of Functionalist/Interactionist/Conflict Perspectives (and their specific deviance theories). This approach was less effective in accounting for the relativity of deviance.

Students should be cautious of writing a rehearsed response to this question as there were a number of responses that were extremely similar in structure, concepts and examples. Whilst there was still opportunity to demonstrate knowledge with how theory can be applied to stimulus, the depth of understanding was not clearly demonstrated when responses did not appear to be the learners own.

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.

Section B

Overall, responses to Section B were stronger this year with many students having crafted well thought out responses that drew on a wide range of sociological evidence. There were notable improvements in the discussion of theories and theorists across a range of question responses. There were a number of unfinished or non-responses, students should be reminded to try and manage their time to ensure both sections can be completed within the given timeframe.

Question 5: Stratification

Criterion 2

Most responses to this question included a deep understanding of theoretical perspectives and how institutions create and maintain stratification. Marx, Parsons, Weber, Walby and Bourdieu featured frequently in response to the question. Family, education and work were the most popular institutions discussed. Media was rarely explored.

Stronger responses referred to legislation to explore how institutions changed, yet stratification was still evident. Stronger responses succinctly described the purpose and functions of institutions in order to outline how stratification occurs and is maintained.

Stronger responses were able to thematically group areas of inequality, for example by exploring Bernstein’s restricted code, acquired in the home, the impact of restricted code in the school environment (conducted in elaborated code) and the consequent stratification in future work opportunities. Some further tied this to Bourdieu or similar theoretical explanations.

Weaker responses, in contrast, spent too much time outlining the functions of the family, education or work, followed by a brief description, of how stratification appeared within that institution, before referring to the stimulus as evidence for stratification at the conclusion of the paragraph. Such

essays lacked focus on the central topic and connections between the stimulus and course content.

A number of weaker responses confused Functionalist and Conflict (particularly Marx) views of education. Some weaker answers focused on socioeconomic status without making connections to stratification maintenance within institutions.

Criterion 7

Many students were able to create strong introductions, although the consequent body paragraphs were less convincing in their use of the theories noted in the introduction. Engagement with the stimulus was an area of improvement, although, many students simply mentioned the stimulus without much discussion.

Stronger students' responses focused on answering the set question – explaining and evaluating how social stratification is created and maintained in social institutions. They were able to evaluate various theories/perspectives in respect to this in their essay. Key sociological terms were embedded in the analysis and there was a balance of at least two institutions. Body paragraphs included quotes or references from the stimuli and detailed interpretation of this evidence through the theories/perspectives. Specific theorists were named, and dates included, such as Functionalists Emile Durkheim (1938) and Talcott Parsons (1950s); Conflict theorists: Bowles and Gintis (1976), Bourdieu (1977); Feminist sociologists: Sylvia Walby (1989) and Airlie Hochschild (2012).

A reminder to students to stay focused on answering the specific question on social stratification. Weaker responses contained an imbalance of information, or unnecessary information, such as more focus on changes to institutions over time even though they were attempting to answer the stratification question. More than one theorist/perspective needs to be used to develop an argument in respect to social stratification. It is also very important to learn key theories and the various sociologists connected to these. Weaker responses contained inaccuracies or confusion in respect to theories and the theorists. A reminder that evidence, in the form of direct quotes or paraphrasing, must be included from either one or more stimuli in Section B of the exam paper. It is not wise to ignore the evidence available in the stimuli and simply regurgitate theoretical information without making connections.

Question 6 – Power and Politics

Criterion 2

When addressing this question students should be reminded that they should discuss both power and politics. Many responses failed to include any discussion of political influence in the form of legislation, impacts or causes or consequences on the institutions. Access to, and the maintenance of power is linked to political change and influence. It suits the interests of some social groups to maintain power through the influence of politics. Students should be able to clearly explain the interrelated nature of these terms.

Stronger students utilised a wide range of sociological terms and concepts and discussed the influence of socioeconomic status and power, particularly within family and education. A wide range of theoretical connections accounted for these power struggles and students explored the

legislative and political forces that perpetuate many of these imbalances within CAS. A clear discussion of law reforms and social pressures was evident in these responses.

An overwhelming number of students discussed power (or the lack of) within institutions, such as family and education, and referred to how a lack of power (inequality) is perpetuated within these institutions. However, this was not always supported with any discussion of legislative or political influence but rather relied solely on theoretical perspectives to inform their discussions. A heavy reliance on the functionalist perspective within family and education saw many students fail to link power struggles within these institutions to legislative influences or external pressures on a wider scale.

Most students were able to discuss at least two institutions and were able to discuss and name individual theories and theorists.

Criterion 7

Stronger responses often answered the question through the lens of how power and politics impact gender within the institution of family, work and education. This was also explored through the lens of inequality and how this manifested itself within each of these institutions. Stronger students structured their responses with a clear introduction stating an argument, providing a summary of their points.

Many students addressed three institutions in their response, which sometimes led to a shallow discussion of how power is exerted within these institutions. However, a small number of students were able to engage in a thorough discussion of power and politics addressing three theories

All four institutions were discussed, however, students' knowledge and understanding of media was limited across all answers and many students were only able to apply conflict theories to their understanding of this institution within CAS.

Media stimuli was quite specific, mentioning social media and young people – many students failed to draw more from this around media ownership, influence on governments and legislation resulting in a surface level discussion.

Question 7 – Interrelationships

Criterion 2

Stronger students framed their responses around either how socialisation within one institution impacts another; change within one institution impacts another or how stratification/inequality within one institution impacts or manifests in another. Stronger responses then discussed the theoretical interpretations of these changes and outcomes. Work, education and family were discussed with many students making connections between the impact, relevance and social structures of the institutions. A robust discussion of the theories allowed students to explore the interrelationships and answer the question effectively.

Weaker students were able to discuss how the institutions were linked and named some theories, with functionalist, feminist and conflict perspectives being the most popular. A number of weaker responses only mentioned one theory with limited use of sociological terms and concepts, resulting in a narrow discussion of the relationship and impact of institutions.

There were a number of students who only referred to one theory in their answer – this limited their discussion, resulting in a D rating for Criterion 2. See the marking guide in Appendix 2.

Criterion 7

Stronger responses unpacked the connection between institutions and used the stimuli well. Many students referred to specific theorists drawing links between the institutions using a wide range of sociological language and frameworks to do so. Higher-performing students framed their argument in the introduction, clearly outlining the direction and aim of their essay and argument. This enabled them to engage in a focused and detailed discussion of the interrelationship between their chosen institutions. Likewise, this enabled discussion of specific theories and elements to outline the impact of such relationships on society. The stimuli were used effectively, many students were able to unpack the education stimuli and link this to the impact of socialisation linking this to theorists such as Bourdieu, Graetz and Bernstein.

Weaker responses paraphrased the stimuli, lacking course content and theoretical explanations. In some cases, there was limited understanding of the causal interrelationship between the institutions with more focus on simplistic connections. Functionalist perspectives were used frequently with some mention of particular theorists. Conflict theory explanations were brief with Marx and Weber being the most common theorists named in these responses.

Question 8: Changes over Time

Criterion 2

There were a number of responses that only addressed one institution or one theoretical perspective in their response. It is essential that students address two institutions and two theoretical explanations to meet the requirements of the criteria assessed. Theoretical perspectives should also be from the institution's module (rather than from deviance).

Effective answers were able to draw connections between social movements, legislative change and how these events had a transformative change on social conditions for Australians. Relevant theories were outlined – specific terminology identified, theorists named and were applied to the stimulus content. High-performing students were able to provide a critical evaluation as to the effectiveness of these theories in explaining changes to institutions over time. Students who referenced legislative change and incorporated relevant statistics were able to create much stronger responses.

Weaker students struggled to utilise the family stimulus effectively and instead focused their discussion on conflict within the family. Students should note that conflict theory, when discussing family, is not primarily interested in arguments of a general nature, but more interested in the issues around the distribution of power within genders, both within the household and also between the household and other institutions.

Students are reminded to accurately spell theorists names and dates in providing their sociological evaluations.

Criterion 7

Higher-performing students synthesised information from the course and the stimulus with sociological analysis using theory. Connections were drawn between two institutions by focusing on gender and examples from the stimulus material. Strong responses were structured around sociological perspectives and theories with connection to the stimulus and course content.

Some students began answering Question 8 with the focus on how institutions change over time, however, part way through the focus would switch to how institutions work to maintain social stratification. While these two questions complement each other, better responses were able to stay focused on the question they were answering.

Weaker responses still included the stimulus; however, they were not well connected to the rest of the essay. Typically, the terms from the question were not utilised, and there was a lack of connective arguments. A number of responses failed to mention either the stimulus material or sociological lenses when describing change over time. Students should be aware that simply describing historical events or repeating the contents of the stimulus material are insufficient in constructing a response to the question.

The majority of students referred to the family stimulus and overused the factor of 'cost of living' rather than unpacking the stimuli and using their knowledge of social pressures, legislative impacts and other changes within this institution. Weaker responses simply referred to this as a major driving factor of change. Ideally, students should unpack the causes and consequences of such changes that relate to education (higher levels of tertiary study leading to children remaining at home longer) and work (insecure work, gig economy, flexible working arrangements) in addition to other factors (lack of political action to reduce housing costs).

Teachers and students are encouraged to review the Written Marking Tool for 2024 in Appendix 2. Keeping in mind this is relevant to the written component assessed in 2024 and may be modified in 2025.

BHS315116 SOCIOLOGY

2024 INVESTIGATION PROJECT MARKING GUIDELINES

TASC ID: ____

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 that is included in the appendices, e.g. simple questionnaire, content analysis or interview. (E1)</p> <p>Provides a brief statement of the method. (E1)</p> <p>Addresses some ethical considerations and how they might be minimised within the research design and method. Provides evidence of addressing ethical concerns with participants. (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 and identifies how they were minimized during the research process. Provides evidence of informed consent from participants. (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 trends shown in the graphs is identified in a short statement. Data from interview/s are</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 key ethical considerations and actively manages ethical risks in seeking informed consent from participants. (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. The trends shown in the graphs is identified in a short statement. Data from interview/s</p>

	<p>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>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>
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C5 (E1)

- If the project does not address the ethical guidelines i.e., if felt to be 'unethical': The Investigative Project is to be marked as it is and the marker is required to advise the Marking Coordinators. The Investigative Project is to be referred to TASC for consideration. The Marking Coordinators may advise that a penalty be applied by at least one rating step to Criterion 5, eg C+ to C.
- 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. The Marking Coordinators may advise that a penalty be applied by at least one rating step to Criterion 5, eg C+ to C.

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. 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 on 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 on 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 on 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>
<p>An Investigation Project that does not contain any sociological sources, content or terms applied to the issue of</p>		

inequality, in the introduction and discussion, is to be referred to the Marker Coordinators for consideration. A D rating on C6 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*

<p style="text-align: center;">Rating C- C C+</p>	<p style="text-align: center;">Rating B- B B+</p>	<p style="text-align: center;">Rating A- A A+</p>
<p>CRITERION 7: *communicate sociological ideas, information, opinions, arguments and conclusions Elements – 1, 2, 3, 4 & 5 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>Attempts to follow Guideline format 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>Attempts to make 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>Identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies for APA are mostly 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. (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>

		Use three different types of resources, all referenced correctly. (E5) Referencing adheres to required format for APA with an appropriate, well-structured reference list. (E5)
<p>Markers must penalise Criterion 7 by at least one rating step for inappropriate use of appendices and/or referencing. Example C+ to C.</p> <p>Markers must penalise by at least one rating step, Investigative Projects that are significantly (plus or minus 10%) under or over the prescribed word count under Criterion 7. Example B+ to B.</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
* <i>COMMUNICATE SOCIOLOGICAL IDEAS, INFORMATION, OPINIONS, ARGUMENTS AND CONCLUSIONS</i>			

BHS315116 - SOCIOLOGY

2024 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 linked to relevant examples from the stimulus and the course to describe sociological issues in CAS in response to the question.			Uses a limited range of sociological terms and concepts linked to relevant examples from the stimulus and the course to respond to the question.			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 the key concepts of sociological theories that seek to explain socialisation, identity construction and/or deviance.			Describes the key concepts in the 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.	Describes 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 their point of view on an aspect of socialisation, identity construction and/or deviance using a range of relevant evidence from the stimulus and course.	Presents their position on an aspect of socialisation, identity construction and/or deviance by supporting ideas with some relevant evidence from the stimulus and course.	Little or no attempt to use evidence from the stimulus or course.
Develops a sustained and convincing argument in response to the question that integrates alternative theoretical explanations and/or perspectives on socialisation, identity construction and/or deviance.	Develops a logical argument in response to the question that utilises alternative theories and/or perspectives on socialisation, identity construction and/or deviance.	Selects and uses at least two theoretical explanations and/or perspectives on socialisation, identity construction and/or deviance.	Only one sociological theory on socialisation, identity construction and/or deviance given, or no theories given.

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 the key concepts of sociological theories that seek to explain the institutions of family, education, work, and the media.			Describes the key concepts in the theories that seek to explain the institutions of family, education, work, and the media.			D rating on C2: Only one theory on 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.	Justifies a position on an aspect of the institutions of the family, education, work and/or the media by supporting ideas with some relevant evidence from the stimulus and course.	Little or no attempt to use evidence from the stimulus or course.
Develops a sustained and convincing argument that integrates alternative theoretical explanations and/or perspectives on the institutions of family, education, work and/or the media to produce comprehensive and cohesive explanations on an issue.	Develops an argument that utilises alternative theories and/or perspectives on the institutions of family, education, work and/or the media to produce a cohesive explanation on an aspect of the issue.	Selects and uses at least two theoretical explanations and/or perspectives on the institutions of family, education, work and/or the media to present a position on an aspect of the issue.	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. Less than 200 words. Answer is information only		
Essential element - Cite the stimulus and makes clear links to the question topic. 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.			Essential element - Cite the stimulus and link to the question topic. Quotes and/or paraphrases from the stimulus. Interprets the information in a logical and relevant way, linking to the concepts, theories, and the issue.			Essential element - Cites the stimulus and attempts to link to the question topic. Quotes and/or paraphrases the stimulus and attempts to explain and link to the issue,			Does not cite/use the stimulus –D rating on C7 No reference, paraphrasing or quoting from the stimulus.		

Draw valid and logical conclusions based on their arguments based on the question.	Draw valid conclusions concerning the question.	Draw basic conclusions concerning the question.	Little or no connections made No conclusions drawn.
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.	Effectively and clearly structures a written response to the question.	Uses a basic structure in a written response to the question.	Unstructured
Accurately uses complex grammatical conventions, language, spelling and punctuation in written response.	Accurately uses grammatical conventions, language, spelling and punctuation in written response.	Mostly accurate use of appropriate grammatical conventions, language, spelling and punctuation in written response.	Significant errors in the appropriate and accurate use of grammatical conventions, language, spelling and punctuation.