

Sociology (BHS315116)

External Assessment Specifications

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

These specifications must be read in conjunction with the current Course Document, available on the [TASC Courses](#) webpage.

The external assessment for this course consists of two components:

- Written exam
- Investigative Project Folio

Written Exam Structure

The written exam is TWO hours.

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

The written exam includes TWO sections.

The criteria to be externally assessed are:

- Criterion 1 analyse theories about socialisation, identity construction and deviance
- Criterion 2 analyse theories about institutions
- Criterion 7 communicate sociological ideas, information, opinions, arguments and conclusions

Specific Materials and Equipment Approved for use by Students

There is no external Information Sheet for this course.

Assessment

All criteria are assessed using extended alpha ratings of A+, A, A-, B+, B, B-, C+, C, C, t+, t, t- or z.

Please note a C- is a low C, in that it just meets the standards for a C but is not a t.

A set of solutions or a marking tool will be developed by the Setting Examiner, provided to markers at the marking meeting that follows the external written exam; and will be available from TASC in the following year.

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

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

Section A

Structure

This section will take students approximately 60 minutes to respond to.

Students will respond to ONE of FOUR questions.

This section will address course content from Module 1 – Socialisation: Conformity and Deviance.

Assessed Criteria

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

Nature of Questions

FOUR questions will be given, of which ONE will be selected by the student, either:

- Socialisation
OR
- Identity construction
OR
- Alternative sociological theories of deviance
OR
- Relativity of deviance.

This question will invite responses that provide evidence for assessment of Elements 2, 4 and 5 of Criterion 1.

Nature of Responses

- Responses will be assessed using extended alpha ratings.
- Essay response format, with stimulus material to be provided.

Section B

Structure

This section will take students approximately 60 minutes to respond to.

Students will respond to ONE of FOUR questions.

This section will address course content from Module 2 – Institutions: Power and Politics.

Assessed Criteria

- 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).

Nature of Questions

FOUR questions will be given, of which ONE will be selected by the student, either:

- Interrelationships between institutions
OR
- Changes in CAS over time and institutions
OR
- The effect of power and politics on institutions
OR
- The role of institutions in stratification in CAS.

Each question will address ONE of these institutions in detail as outlined in the course document:

- Family
- Education
- Work
- Media.

This question will invite responses that provide evidence for assessment of Elements 2, 4 and 5 of Criterion 2.

Nature of Responses

- Essay response format, with stimulus material to be provided.
- Responses will be assessed using extended alpha ratings.

Investigation Project Guidelines

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

This document does not repeat essential information found in other documents and must be read in conjunction with the current Course Document, available on the [TASC Courses](#) webpage.

The *TASC Frequently Asked Questions – Externally assessed folios* document on the [TASC Folio Assessment](#) webpage, provides general information for all students and teachers about externally assessed folios.

Information about academic integrity requirements is available on the [TASC Academic Integrity](#) webpage.

Markers will use marking guidelines to mark the Investigative Project. TASC would strongly encourage teachers to use the marking guidelines to assess the projects internally.

Students **must** submit their folio to their teacher by the internally set due date.

The provider **must** submit the folio to TASC via TRACS as a single PDF file by the published *due to TASC* date, available on the [TASC Folio Assessment](#) webpage.

TRACS submission requirements are available on the [TRACS Resources](#) webpage.

Investigation Project

Students must investigate a sociological problem or issue that focuses on Module 3 of the course, Equality and Inequality in contemporary Australian Society, and addresses **ONE** of the following three topics as described in the course document:

1. The causes and consequences of inequality; political, social and/or economic.
OR
2. Social differentiation and structured inequality as reproduced through socialisation.
OR
3. Structured inequality as it occurs through the institutions of family, school, work and/or media.

Students are to study **ONE** of these topics in relation to ONE of the following social categories:

- Gender
- Indigenous People
- Ethnicity
- Age
- Youth
- Rural/regional Australians in contemporary Australian society.

The investigation must reflect the discipline of Sociology and incorporate empirical evidence. It is recommended that you narrow the focus to a specific **aspect** of one of the topics.

The investigation project will be assessed externally by TASC to determine ratings on the below Criteria assessed:

- Criterion 5 use ethical sociological research methods (Elements 1, 2, 5 and 8).
- Criterion 6 use evidence to support a sociological point of view (Elements 1, 2, 3 and 6).
- Criterion 7 communicate sociological ideas, information, opinions, arguments and conclusions (Elements 1, 2, 3, 4 and 5).

If a project is not submitted, students cannot achieve a Satisfactory Achievement (SA) or better in this course.

The investigation must reflect the discipline of Sociology, incorporate empirical research that involves the use of appropriate ethical processes and procedures, and culminate in a written report that forms the basis for the assessment. The project report will be **between 800 and 1, 200 words** in length.

The report must include references to at least three different types of sources, one of which must be your own primary research. Sources are to be referenced using the APA referencing system.

Ethical Process for Students

Where the empirical research involves other people or participants, you must follow the **Ethical Concerns – A Guide for Students** (See Appendix I). Where possible, students should use students or teachers from their school, family and close friends as participants. Those participants must be able to give informed consent as young adults, or have parental approval to participate. Students must inform participants of their ethical rights. Participants should not be asked to disclose personal, sensitive or private information through the use of surveys or interviews. Student participants should not be asked about their mental health, physical well-being or other research topics that are not ethically suitable to a student research focus.

Students must comply with the National Statement on Ethical Conduct in Human Research 2023 (Updated 2018) <https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2023> in any research activity. **Students are reminded of their responsibility to conduct research, which will not cause any harm to participants.** Particular topics are not suitable to be undertaken by student researchers given the potential safeguarding issues and possibility of harm. If a student wishes to investigate a sensitive topic such as rural mental health or body image it is a requirement that they conduct an interview with an adult who has expertise in this and not delve into the lived experience of a participant.

Students are required to submit their proposed topic and initial plan to their teacher for formal approval before beginning their research. A pro-forma plan is provided in Appendix III – INVESTIGATION PROJECT PLAN. Please note: The plan is NOT to be submitted to TASC for assessment. Teachers can reject a topic that may breach ethical concerns or cause potential harm to participants.

Students must consult with their teacher on at least the following occasions:

- Before commencing the research to discuss the feasibility of their topic and their proposed method of research. At this time, they should submit their plan for formal approval

- Before undertaking any personal research involving other people as participants, to discuss how the investigation will meet the Ethical Guidelines (Appendix I) and to have their research instrument approved
- After about 10 hours of work, students must show evidence of progress
- When students submit their report, teachers must see working notes and any other materials that show the investigation and report are the students work.

Advice to Students

The task consists of SIX stages:

Stage 1

Background reading within the field of Sociology (excluding social psychology) to establish the availability of information on the topic. Research up-to-date information from sociological texts, articles, topic experts, videos and so on which demonstrate the current thinking or positions on the issue, problem or topic. Where possible refer to Australian sources in keeping with the course focus of contemporary Australian society.

Stage 2

Refining the chosen topic and a plan to investigate it by:

- a. composing a hypothesis or research statement/question that outlines the intent and focus of the research.
- b. identifying the most suitable type of primary research to undertake.
- c. submitting the plan to the teacher for approval. To this end, students are **required** to submit their proposed topic and initial plan to their teacher for approval before beginning the research. The teacher must then approve the topic and initial plan and may suggest modifications to the plan. A pro-forma plan is provided on the TASC website but does not form a part of the written report. **Do not include the plan when submitting the report.**

Stage 3

Designing your instrument to collect the empirical evidence. Students must follow the Ethical Guidelines where the empirical research involves other people or participants (See Appendix I). Participants in any research should be students or teachers from their school, family and close friends. Participants must be informed of their ethical rights. It is the student's responsibility as researcher to ensure that no possible harm is caused by the research process and questions. It is not appropriate to ask questions that pose potential harm to participants. These include disclosures about mental or physical health, sexual activity and use of drugs and alcohol.

Students must use a statement similar to the one below on any research instrument used in their project. They will need to adapt the statement according to the research method used and the research topic. Students must determine that their participants are able to give informed consent. The use of the statement below, does not absolve the student of ethical responsibilities.

Your participation in this questionnaire/case study is appreciated. This questionnaire/study is about (...). The information will remain confidential. De-identified research findings will be used as part of an Investigation Project for the TASC Sociology course. Please don't indicate who you are. If at any time you feel uncomfortable with a question you are not required to answer it. If you wish to withdraw, you are free to do so at any stage of the research process. Please place your form in the box provided.

Stage 4

Collecting data. Before any data collection is undertaken, the research instrument (questionnaire, etc.) must be discussed with and **approved** by the students teacher.

Before the collection of data, each participant must be informed of their ethical rights. Ethical Guidelines must be followed (refer to Appendix I). Ethical concerns must be fully discussed with and approved by the students teacher before undertaking any such personal research.

Ethical process. Survey, observational and experimental data collected outside the school or family are considered inappropriate if they violate ethical principles. This does not mean a member of the public cannot be interviewed if they are willing. This method is preferable for sensitive topics to avoid ethical breaches. Any methodology that involves a member of the public must be discussed with the students teacher before the collection of the data and each participant must personally complete the Ethics Consent Form (refer to Appendix I) before participating. If these guidelines are not observed the teacher will not sign the declaration form. TASC will then determine what action is taken.

If the research involves using the Ethics Consent Form, students must submit the form to their teacher with the finished report. **The ethics consent forms are NOT submitted to TASC.**

Stage 5

Analyse the data: the empirical evidence/data which the student has collected. Data collected as survey responses should be collated and processed with numerical responses as percentages, and quantitative information organised to show trends.

Stage 6

Writing up the study. (See Appendix II – Guide for Writing the Report). The investigation project culminates in the student writing a report that forms the basis for their assessment in the task.

What Students May Do

Students can choose the topic from the provided list and social categories identified.

- Students should conduct a 'primary source' investigation supported by secondary sources.
- Information for the report must be gathered from at least **THREE** different types of sources (e.g., personal investigation, a Sociological book and a journal article). If more than one method of personal investigation is undertaken, only TWO can be considered as separate types of sources, e.g., a survey and an experiment, but not two surveys. Texts, journal articles, online programs etc. that are sourced from the internet are viewed as different

sources, acknowledging that this is a source of publication for many types of information. Secondary sources should be primarily sociological in content. Preference is given to contemporary Australian sources.

Students can choose the form of the report but...

- No matter what form is chosen, the report must satisfy the requirements of these guidelines and the criteria elements.

Students can consult with whomever they wish but...

- The student must be able to satisfy their teacher that the work contained in their report is their own work. Evidence of work in progress should be readily available to their teacher throughout the process. All external sources must be acknowledged and referenced appropriately.
- Whenever students have an important decision to make, consult their teacher.

Presentation

Electronic Submission: the Investigative Project must be submitted to the teacher electronically as a PDF file. See the [TASC Folio Assessment](#) webpage for detailed instructions.

Students are advised to check this copy carefully prior to submission, as TASC **WILL NOT** be responsible for files that are non-operational and cannot be viewed by markers, and therefore **CANNOT** be assessed.

It is strongly recommended that you model the report on the **Appendix II – Guide for Writing the Report**. The guide outlines the key features a report should contain and the recommended structure. However, if students and their teacher think that using a different form would improve the report, then they can use that instead.

The following points will assist the student in formatting their report:

- The report should be written in formal academic language using third person.
- Use a font that is easy to read such as size 12 Times New Roman (or similar) with 1.5-line spacing.
- A **cover page** must be included that contains:
 - the student TASC ID,
 - the topic chosen (see page 5),
 - the social category selected (see page 5)
 - the research aim or question
 - the final total word count
- The aim and research question must be at the end of the Introduction, not in the Methodology.
- The Introduction section must not be longer than the Discussion section and not contain lists of irrelevant definitions.

- The Methodology needs to be written in the past tense and should not include secondary sources.
- Tables are often used in the results section of a research report to display large amounts of data concisely and may be used effectively to show results of interviews organised under themes or other suitable headings. Illustrations other than tables, e.g., graphs, are referred to as figures. Tables are referred to as Tables. Figures and tables should have titles and the axes labelled. Data used in results should be organised into percentages, trends, or themes.
- Students must attach to the report other **necessary** and **relevant** materials inserted as appendices. This material may consist of raw data and transcripts of interviews but should not consist of work that more properly belongs in the body of the text e.g., graphs of data referred to in the report. The body of the report must 'stand-alone' without the appendices. All appended material must be relevant and **must be referred to in the body of the report (see Appendix 1)**.
- As stated, a copy of interview transcripts must be included in the appendices.
- **All references used and referred to in the report must be in the reference list.** References not used in the report should not be listed. Do not include a bibliography.
- The appendices are included in the evidence that markers consider when they make judgments about the quality of the research (Criterion 5). As a bare minimum, the material in the appendices should be efficiently set out and clear.
- Students must proofread their work and check spelling of names and terminology.

Word Count

The body of the report must contain between **800 and 1, 200 words**. **Students must show a cumulative word count in the left-hand margin**. This cumulative word count must be at intervals of 200 words (i.e., at 200 words, 400 words, 600 words ...) and the total word count must also be shown both on the cover page and after the conclusion. Investigation Projects that are significantly (plus or minus 10%) under or over the prescribed word count will be penalised under Criterion 7.

Included in the count:

Every word (including words such as 'the' and 'a') must be included in this count. Quotes are included in the word count but not the citation in parentheses. The final word count should be included at the end of the report after the conclusion.

Not included in the count:

The word count does **not** include the words in the methodology or the results including figure (table or graph) descriptors in the results section. References, including in-text referencing, and headings, also do not count as part of the 800–1, 200-word limit.

The students name or the name of their school, teacher or participants must not appear anywhere in the report. The work MUST only be identified by the students TASC ID. This includes screen shots and any information in the appendix.

Information for Teachers

The investigation project must be the student's own work; however, it is not the intention that students should decide upon a topic and then be left to their own devices. The teacher must approve an initial plan, the primary research, and check work in progress. Teachers should reject a project that cannot be well supported within the discipline of Sociology, poses ethical and safeguarding risks or cannot be executed within the provided time frame.

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

Students will need teacher input: during the planning stage; prior to and while they are conducting the primary research; when reporting; and in the final submission process.

Students will need to consult with their teacher at least on these occasions:

- The student's plan must be submitted to the teacher and **approved** before they begin the research. A pro-forma plan is provided in Appendix III – INVESTIGATION PROJECT PLAN.
Please note: The plan is NOT to be submitted to TASC for assessment. Teachers are required to retain copies of the approved plans.
- Before the student instigates any personal research involving other people as participants, they must check with their teacher that the investigation meets the Ethical Concerns - A Guide for Students. Teachers must ensure that the student does not violate the ethical rights, privacy or vulnerability of participants. Students are not always aware of safeguarding concerns, and it is the teachers role to make final determination of ethical concerns. Teachers are required to acknowledge the ethical compliance upon submission of the task to TASC.
- After about ten hours of work, the student will need to show the teacher evidence of their written progress. Teachers are responsible for the management of issues relating to the use of artificial intelligence, academic integrity and matters of authenticity during the allocated time for the project as per their school policy.
- When submitting the final report, the student will need to show the teacher their working notes and any other materials that verify the work submitted is the student's own. The student is free to consult with whomever they wish but they must be able to satisfy their teacher that the work contained in the report is their own work. Teachers are required to confirm this verification upon submission to TASC.

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

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

Instructions to Markers

The criteria to be assessed through the marking of the Investigative Project are:

- Criterion 5 use ethical sociological research methods (Elements 1, 2, 5, 8)
- Criterion 6 use evidence to support a sociological point of view (Elements 1, 2, 3, 6)
- Criterion 7 communicate sociological ideas, information, opinions, arguments and conclusions (Elements 1, 2, 3, 5)

Penalties

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.

Markers must penalise Criterion 7 by at least one rating for inappropriate use of appendices and/or referencing.

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 Coordinator. The Marking Coordinator may advise that a penalty be applied by at least one rating for Criterion 5.

If a copy of the research tool (survey, interview questions etc) is not included with the report a penalty will be applied for Criterion 5.

Other significant breaches of the guidelines will be referred to the Marking Coordinator and to TASC for consideration.

Appendix 1: Ethical Guidelines

Students need to be aware that they are unqualified as researchers of Behavioural Science, so when designing and conducting research, they must always place the rights, privacy and dignity of their participants above the value of the information gained.

The following aspects of the student's report must be fully discussed with their teacher, and approval gained. A sample consent form is included. This is to be used as a guide to devise one appropriate for the research. This must be submitted to the supervising teacher.

Ethical Concerns

Informed Consent

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

Students must have the informed consent of their participants **before** involving them in the investigation. If the student is involving young people, it may be necessary to have parental approval prior to conducting research. The records of consent that the student must keep depend on who are to be the participants.

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

If students from **another school** or college are used, the student must obtain the permission of the Principal and teacher of the students, as well as the students themselves, and parents. If the students are in another high school/primary school/childcare, parental permission must be obtained. In some circumstances, the person administering the primary research (such as observation in a childcare centre) will require a Registration to Work with Vulnerable People (RWVP) Card. The Consent Forms signed by the participants must be submitted to the teacher who keeps them as records.

Invasion of Privacy

All research must respect the privacy of individuals. This includes inappropriate questions on **sensitive** issues; inappropriate observations; physical invasion of space; use of results without the participant's permission. It is not appropriate to seek information from young people about sensitive issues. Interviews with professionals would be more appropriate for such topics. This includes matters of physical and mental health.

Confidentiality

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

Deception

Misrepresentation in research must be limited. It is necessary to evaluate the data gathered against any potential harm. If deception is to be involved (such as the necessity not to inform the subject of the true nature of an experiment, as it would interfere with the results) students must ask permission from their supervising teacher.

Lasting Harm

This includes not only serious physical or psychological damage, but also making anybody feel embarrassed, gullible or threatening their self-esteem. This extends to the disclosure of private and sensitive information. Not all participants are capable of providing informed consent and the necessity of such research questions should be queried thoroughly.

Debriefing

The purpose and the results of the research must be sensitively communicated to all participants. This is essential if any deception has occurred. Students must realise lasting harm may be the result of debriefing. If there is any chance of causing harm, use of deception is not permitted.

Coercion

Make it clear that participation is entirely voluntary. A participant has the freedom to refuse or withdraw at any time without prejudice.

Summary

- The participant is doing the student a favour and may refuse.
- A research situation does not free the student from normal rules of courtesy and law.
- The student's interest is in the issue **NOT** in the intimate life of the participant.
- The student has a duty to maintain confidentiality. No investigation can be undertaken without the full approval of the teacher. If at any time the student experiences problems, they should contact their teacher immediately.

BHS315116 SOCIOLOGY – ETHICS CONSENT FORM

DO NOT Submit this form to TASC with your project

School:

I, of
Participants name *Participants address*

hereby consent to be a participant of a human research study to be undertaken by
Student's name

I understand the purpose of the research is to investigate
.....
Include a statement of your aim or topic

If you have any concerns please contact
Teacher's name and school phone number

I acknowledge:

- That the aims, methods, possible benefits, and possible ethical risks of the research study, have been explained to me.
- That I voluntarily and freely give my consent to my participation in such research study.
- I understand that the results will be used to complete a written project for the BHS315116 Sociology course.
- My individual results will not be released to any person except at my request and on my authorisation.
- That I am free to withdraw my consent at any time during the study, in which event my participation in the research study will immediately cease and any information obtained from me will not be used.
- I have the right to refuse to answer any specific questions.
- I understand I will not be identified by name in this assignment, except at my request and on my authorisation.

Investigator's Statement

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

Signature of Investigator: **Date:**

School Authority:

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

Name of School Official:

Signature of School Official: **Date:**

Participant's Statement of Consent

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

Signature of Participant: **Date:**

Appendix II: Guide for Writing the Report

It is strongly recommended that this format is followed to ensure all components of the assessment requirements are met.

General Points

The report must be written in the third person. It is recommended that students use Times New Roman (or similar font), 12-point, 1.5 spacing, aligned to the left. It is not necessary to start a new page for each section of your report. References should use the most recent APA citation style.

Cover Page

- A cover page should be used that contains the student TASC ID, the topic they have chosen, the social category selected, their research aim or question and the final word count.

Introduction

- The Introduction should include a brief explanation of the topic of the investigation. Areas covered should include the topic selected, an outline that introduces the central issue to be investigated, a brief literature review, and a statement concerning the aim or research question of the investigation. This section may include definitions of terms that may have a particular meaning and therefore need to be explained for the investigation. Recommended word length is approximately 300-400 words.

Research Design and Method

This section should contain a brief outline of the research design and method written in the past tense. Students should outline sampling methods, size of sample, selection process of participants/subjects, procedures, and ethical concerns addressed. It is necessary to outline why certain sample groups or participants were selected in relation to the chosen research focus.

It is important to show evidence of Informed Consent e.g., in a statement on a questionnaire.

Students should use the following process to address ethics:

- Identify the risks
- Describe how they were able to minimise the risks
- Outline how the participants, or their guardians, provided informed consent.

If there are serious ethical concerns these should be addressed specifically. Students must state why there is a concern(s) and the measures taken to address this. A copy of the research tool (e.g., questionnaire) must be attached in the Appendices and referred to in this section.

This section is not included in the word count.

Results

This section must include a summary of the key findings of the primary research, inclusive of both qualitative and quantitative data. It should include a selection of graphs, tables or other data, such as a brief dot point summary of qualitative data from an interview, in support of key findings. Such findings should be processed data, that is in percentages, interview themes/key quotes and not 'raw data'.

Preference should be given to information that relates to the research focus undertaken.

In qualitative studies such as interviews, descriptive statistics may not be appropriate, but results must be presented systematically, for example, including the transcript (as an Appendix) and providing a **summary** of the content or **key findings** in the results section of the report. Graphs and tables illustrating the results can be included here. Each graph or table should have:

- Title
- Axes labelled
- Key
- Statement explaining what is shown

Other graphs/tables may be included in the Appendix only if they are referred to in the body of the text. However, it must be remembered that the body of the report must stand-alone and thus any significant data should be in the results section, apart from a transcript of interviews.

This section is not included in the word count.

Analysis

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

Discussion

- This section should essentially discuss literature and primary research findings in response to the aim/research focus.
- Include contemporary sociological literature (Australian where possible) of others to support or refute the primary research, as it relates to the problem/question posed in the Introduction. Essentially the key findings of the research should be discussed and analysed with reference to supporting literature, of a sociological nature. The emphasis is on discussing the findings of the primary research crossed matched to sociological explanations and concepts to draw conclusions.
- Any obvious limitations to the study should be briefly mentioned (e.g., shortcomings with measures, procedures and/or design) together with any suggested modifications or ideas for further research at the end of the discussion.
- This section is included in the word count. A recommended word length is 400-600 words.

Conclusions

- The investigation should include a conclusion that summarises the outcomes from the research which is clear and concise that accepts, rejects or modifies the aim/research question. No new information should be introduced.
- This section is included in the word count. A recommended word length is 200-250 words.
- A final total word count should be provided after the conclusion.

References

A list of all sources of information cited in the report, including data, must be given at the end of the report commencing on a new page, separate to the conclusion.

- References must be listed under a sub-heading of each type of source (e.g. podcast, primary research, book, journal etc). Under each sub-heading the text should be listed in alphabetical order. (This is not an APA referencing requirement but a specific inclusion for this report).
- The approved referencing system for the report is the APA system.
- Each reference must be referred to in the body of the report.
- References, including in-text referencing, do not count as part of the 800 –1200-word limit.
- The reference list is placed at the end of the report but before the Appendices. (See [TASC Academic integrity information for senior secondary students](#)).

Appendices

- Other necessary and relevant materials may be inserted as Appendices. This may include additional materials that are considered necessary and relevant such as: numerical raw data in tabular form; a complete copy of the research instrument (e.g., questionnaires, interview schedule, observation checklist/criteria); and interview transcripts. The report, however, must stand alone as complete without Appendices. Extra graphs, tables etc. should NOT be included, if the information is relevant and referred to in the report these types, of results should be in the results section.
- All appended material must be referred to in the body of the report. For example, if Appendices are used, within the report there should be a statement along the lines of 'Transcript 1 contains the responses to interview questions (Appendix 1)'. Graphs and tables illustrating collated empirical data should be included in the result section of the report and not be in the Appendices.
- Appendices should contain no more than 250 words (this does not include either questionnaires used for obtaining data or numbers contained in tables and interview transcripts).

Appendix III: Investigation Project Plan

Must be approved by the teacher. Do NOT submit this form with the study.

Student Name:

Select the topic you are addressing.

1. The causes and consequences of inequality; political, social and economic.

OR

2. Social differentiation and structured inequality as reproduced through socialisation.

OR

3. Structured inequality as it occurs through the institutions of family, school, work and/or media.

Select the social category you will be studying.

Gender

Indigenous Australians

Ethnicity

Age

Youth

Rural/regional Australians

What is the aim of the investigation?

.....
.....

What is your hypothesis or research question?

.....
.....
.....
.....

What research method(s) will you use to gather empirical data?

.....
.....

Why have you selected this methodology?

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.....
.....

Who do you intend to use as participants?

.....

.....

How does your study address ethical considerations?

Informed consent

.....

Invasion of privacy

.....

Confidentiality and security

.....

Deception

.....

Lasting harm

.....

Debriefing

.....

Coercion

.....

Student name:

Student's signature: **Date:**

Teacher's name:

Teacher's signature: **Date:**

Appendix IV: Cover Page Template

TASC ID:

Sociology Investigation Project

Topic Selected:

- The causes and consequences of inequality; political, social and/or economic.

OR

- Social differentiation and structured inequality as reproduced through socialisation.

OR

- Structured inequality as it occurs through the institutions of family, school, work and/or media.

Social Category selected:

- Gender
- Indigenous People
- Ethnicity
- Age
- Youth
- Rural/regional Australians in contemporary Australian society.

Research statement/question:

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Final word count: