

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>9001</b>				
<b>Title</b>	Conduct a directed quantitative sociological enquiry				
<b>Level</b>	1	<b>Credits</b>	5	<b>Version</b>	3

### Note

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource. In time, as quality examples of assessment activities become available naturally through the moderation process, these materials may be modified to include a variety of assessment activities and assessment schedules.

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or to student exemplar material.

This assessment resource will need to be modified before it is used. The teacher needs to ensure that the assessment materials given to the student state the unit standard number, the title and the version of the standard being assessed, and the conditions under which the assessment is to take place (for example, as an in-class test or as a homework activity). The teacher may need to set an appropriate context, select relevant resources and modify tasks. The teacher will need to develop an appropriate assessment schedule by adding evidence and judgement statements.

## Teacher guidelines

### Context/setting

Students undertaking an assessment activity for this standard will require an understanding of the various methods of collecting quantitative data and their relative advantages and limitations. In particular, students should have an understanding of the Scientific Method and be able to conduct research using the Scientific Method. Students also need to consider the ethics involved in conducting sociological research. This should be part of the teaching and learning prior to the assessment.

In this activity students will conduct a directed quantitative sociological enquiry. This unit standard is one of a series of three standards concerned with conducting quantitative sociological research. The three standards are differentiated principally by the level of student/researcher independence in the enquiry process. A quantitative enquiry includes the entire process from identifying the research question to the final reporting and conclusion.

This standard pertains to quantitative sociological enquiry, in which data that are able to be counted or measured are collected and analysed. Quantitative data collection methods include but are not limited to: surveys, questionnaires, structured interviews and content analysis.

At level 1, the teacher determines the area of enquiry and the research question and methods, and closely supervises the student/researcher. A 'directed' quantitative enquiry means the teacher:

- Determines the topic/issue to be investigated.
- Determines the research methods to be used to collect the data.
- Checks each step of the research and instructs students about changes necessary to meet the requirements of the standard.
- Provides a sample framework and assists students in selecting an appropriate sample.

## THIS UNIT STANDARD CAN BE AWARDED WITH AN ACHIEVED, MERIT, OR EXCELLENCE GRADE

### AWARD OF GRADES

- For award with **Achieved**, students must be able to conduct a directed quantitative sociological enquiry. This requires that: data collection and analysis are appropriate to the enquiry; findings and conclusion(s) are relevant to the enquiry; and conclusion(s) use sociological concepts.
- For award with **Merit**, the findings will be in detail and the conclusions will be supported by evidence from the enquiry data and will use sociological ideas and concepts.
- For award with **Excellence**, the findings will be in depth and the conclusions will be comprehensive and supported by evidence from the enquiry data, and will use sociological ideas and concepts.

### Conditions of assessment

The timeframe and conditions for assessment will be set by the teacher.

### Assessment activity

The teacher directs the research/enquiry. This may involve the teacher selecting a particular topic, or giving the students a choice of several possible topics.

The teacher decides on the research methods to be used to collect the data. The decision may be the teacher's alone, or may be taken as a co-operative exercise with the students. The most common forms of quantitative research methods are survey, questionnaires, structured interview and content analysis.

This assessment activity has four tasks related to the research process and the scientific method, but only tasks 3 and 4 are assessed. Tasks 1 and 2 are part of the process of undertaking a sociological enquiry.

### Task One

Under the teacher's direction, students select a topic to be investigated and come up with questions in need of answers about that topic. These questions may be of a general or specific nature, depending on what the student/researcher wants to find out. Exploring what they know about this topic and perhaps doing some background research on it, students may develop a hypothesis as a focus for their enquiry.

## Task Two

Students plan how, when and where they are going to carry out their research. Teachers should help students select an appropriate sample and make students aware of relevant ethical issues. Relevant considerations for students may include:

- Who are you going to question?
- How many people will you interview? How large is your sample?
- What methods will you use to select your sample?
- How will you distribute your questionnaires or conduct your interviews?
- How will you record your data?

While it is not part of the assessment, students may be guided in the process of writing a research proposal which specifies their topic, focus question(s) and hypothesis, the research methods to be used, the size of the sample and a timeframe showing when each stage of the research will be completed. Writing a research proposal is good practice, but is not to be assessed for the purpose of achieving this standard.

## Task Three

Students collect data to answer their research questions and if appropriate, to test their hypothesis.

Students record their data. This may be done using a spread sheet, data base or some other method of recording data determined by the teacher.

## Task Four

Students analyse their data and 'write up' their findings and conclusion(s) in a research report. These conclusion(s) should be relevant to the enquiry and use sociological concepts. The research report should include the following:

1. Title page with the title of the research
2. Table of contents
3. Research question(s)
4. Research Methods described
5. Statement of Findings & Conclusions
6. Appendices: (may include any or all of) copy of the questionnaire or interview questions, spread sheet or collation table (if used).

(Note, tasks one and two are part of the research process, but are not assessed for the purposes of achieving the standard.)

## Resource requirements

When considering the ethics involved in sociological research, teachers and students may find the Code of Ethics developed by the *Sociological Association of Aotearoa (New Zealand)* to be useful. The ethics can be accessed at: <http://ethics.iit.edu/ecodes/node/3219>.

### **Possible topics**

Teachers may choose to keep the research activity within the school and have students survey their peers. This may protect the student/researcher from hostile respondents, reluctant to answer telephone interviews or questions from door-knocking researchers.

Some possible topics for a quantitative sociological enquiry may be:

- Student attitudes towards school.
- Students' fast food (or music or entertainment) preferences/habits.
- Attitudes towards school uniforms.
- Cigarette smoking among students or students' attitudes towards cigarette advertising.
- Should students have after school jobs?
- The roles and responsibilities of men and women when it comes to domestic chores.
- The hopes and dreams of students about their futures.
- Student ideas about what a 'perfect society' would look like.
- The meaning of rugby in New Zealand society.
- Internet and television habits.
- Mobile phone use.
- Gender bias in the media.
- Whether or not there is too much violence shown in the media.

### **Additional information**

Teaching and learning guidelines that inform sociology as it is taught in New Zealand can be found at [www.nzqa.govt.nz/sociology](http://www.nzqa.govt.nz/sociology).

## Assessment Schedule

<b>Unit standard</b>		<b>9001</b>			
<b>Title</b>	Conduct a directed quantitative sociological enquiry				
<b>Level</b>	1	<b>Credits</b>	5	<b>Version</b>	3

Teachers will need to develop an assessment schedule that is appropriate to the assessment activity and the context, by adding evidence and judgement statements. Evidence is examples of acceptable student responses to the various tasks being assessed; judgements indicate the quality and/or quantity of the student response needed to meet the requirements of the unit standard.

It may be convenient (but it is not compulsory) to format an assessment schedule as a table.

<b>Judgements and evidence for Achievement</b>	<b>Judgements and evidence for achievement with Merit</b>	<b>Judgements and evidence for achievement with Excellence</b>
[Teacher to insert judgement and evidence statements.]	[Teacher to insert judgement and evidence statements.]	[Teacher to insert judgement and evidence statements.]
<b>Examples of acceptable student responses:</b>	<b>Examples of acceptable student responses:</b>	<b>Examples of acceptable student responses:</b>

<b>Unit standard</b>		<b>9001</b>			
<b>Title</b>	Conduct a directed quantitative sociological enquiry				
<b>Level</b>	1	<b>Credits</b>	5	<b>Version</b>	3

## Student Instructions Sheet

### Introduction

This assessment activity requires you to conduct a directed quantitative sociological enquiry. A quantitative enquiry includes the entire process from identifying the research question to the final reporting and conclusion.

A quantitative sociological enquiry requires the collection and analysis of data that are able to be counted or measured. Quantitative data collection methods could include but are not limited to: surveys, questionnaires, structured interviews and content analysis.

Your teacher will determine the area of enquiry and the research question and methods, and closely supervise your research.

**THIS UNIT STANDARD CAN BE AWARDED WITH AN ACHIEVED, MERIT, OR EXCELLENCE GRADE**

### AWARD OF GRADES

- For award with **Achieved**, you must be able to conduct a directed quantitative sociological enquiry. This requires that you:
  - Collect and analyse data that are appropriate to the enquiry.
  - Present findings and conclusion(s) relevant to the enquiry.
  - Use sociological concepts in your conclusion(s).
- For award with **Merit**, the findings will be in detail and the conclusions will be supported by evidence from the enquiry data and will use sociological ideas and concepts.
- For award with **Excellence**, the findings will be in depth and the conclusions will be comprehensive and supported by evidence from the enquiry data, and will use sociological ideas and concepts.

### **Conditions of assessment**

The timeframe and conditions for assessment will be set by your teacher.

### **Assessment activity**

This assessment activity has four tasks related to the research process and the scientific method. Tasks one and two are required as part of the process of undertaking a quantitative sociological enquiry but are not assessed for the purpose of achieving the standard.

### **Task One**

Under your teacher's direction, select a topic to be investigated and come up with questions about that topic. These questions will depend on what you, as the researcher wants to find out. After exploring what you know about this topic and perhaps doing some background research on it, develop several questions to investigate and if appropriate, a hypothesis about how the topic can be explained.

### **Task Two**

Plan how, when and where you are going to carry out your research. Your teacher will help you select an appropriate sample and make you aware of relevant ethical issues. Relevant considerations for you include:

- Who are you going to question?
- How many people will you interview? How large is your sample?
- What methods will you use to select your sample?
- How will you distribute your questionnaires or conduct your interviews?
- How will you record your data?

Your teacher may help you to write a research proposal which specifies your topic and hypothesis, the research methods to be used, the size of the sample and a timeframe showing when each stage of the research will be completed.

### **Task Three**

Collect and record your data. Your teacher will instruct you on how to carry this out.

### **Task Four**

Analyse your data and 'write up' your findings and conclusion(s) in a research report. These conclusion(s) should be relevant to the enquiry and use sociological concepts. The research report should include the following:

1. Title page with the title of the research
2. Table of contents
3. Research question(s) and/or Hypothesis(es)
4. Research Methods stated
5. Statement of Findings & Conclusions
6. Appendices: copy of the questionnaire or interview questions, spread sheet or collation table (if used).