

NZQA Assessment Support Material

Unit standard	9005				
Title	Conduct a directed qualitative sociological enquiry				
Level	1	Credits	5	Version	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 a combination of class time and 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 qualitative sociological enquiry. This unit standard is one of a series of three standards concerned with conducting qualitative sociological research. The three standards are differentiated principally by the level of student/researcher independence in the enquiry process. A qualitative enquiry includes the entire process from identifying the research question to the final reporting and conclusion.

A qualitative sociological enquiry requires the collection and analysis of essentially non-statistical data. Qualitative data collection methods could include but are not limited to: non-participant observation, participant observation, and unstructured interviews.

At level 1, the teacher determines the area of enquiry and the research question and methods, and closely supervises the student/researcher. A 'directed' qualitative 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 instruct 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 are able to conduct a directed qualitative 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 enquiry. This may involve the teacher selecting a particular topic, or giving students a choice of several possible topics.

The teacher decides on the research methods to be used to collect the data. This decision may be the teacher's alone, or may be taken as a co-operative exercise with the students. The most common forms of qualitative research methods are interviews (either unstructured or semi-unstructured) and observation (participant and non-participant).

This assessment activity has four tasks related to the research process and 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

Student should 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 include:

- Who are you going to observe or interview?
- How many people will you observe or interview?
- When and where will you conduct your observations or 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

Using their chosen methods and guided by their research questions, the students collect data to answer their research question(s) or to confirm or reject their hypothesis.

Students record their data. This can be done in writing, or through a combination of writing, sound and/or video recording.

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 may include the following:

1. Title page with the title of the research
2. Table of contents
3. Research question(s) / Hypothesis
4. Research Methods stated
5. Statement of Findings and Conclusions
6. Appendices: copy of interview questions, photos or illustrations.

(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 observe or interview their peers.

Some possible topics for a qualitative enquiry may be:

- Social observation activity (e.g. within a peer group at school, observing children interacting at a playground, or in a classroom environment).
- A participant-observation investigation of a social group to which the student belongs (e.g. a friendship group, a sports team, a school committee or the cast of a drama production).
- The behaviour of people watching a rugby or netball game.

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.

Assessment Schedule

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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.

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

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Student Instructions Sheet

Introduction

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

A qualitative sociological enquiry requires essentially non-statistical data to be collected and analysed. Qualitative data collection methods include but are not limited to: non-participant observation, participant observation, and unstructured interviews.

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 qualitative 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; and use sociological concepts in your conclusion(s).
- For award with **Merit**, your 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**, your 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 part of the process of undertaking a qualitative 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 research questions to investigate and, if appropriate, a hypothesis about how the topic can be explained.

Task Two

Your teacher will determine the research methods to be used to collect the data. The most common forms of qualitative research methods are unstructured (or semi-unstructured) interviews and observation (participant and non-participant). Under your teacher's direction, 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 observe or interview?
- How many people will you will observe or interview?
- When and where will you conduct your observations or interviews?
- How will you record your data?

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. Your research report may include the following:

- Title page with the title of the research
- Table of contents
- Research Question(s)
- Research Methods stated
- Statement of Findings and Conclusions
- Appendices: copy of field notes (observations), interview questions, photographs or illustrations.