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1 Rationale

The school subject Study of Society uses sociology, social psychology and cultural anthropology, independently and together, to help students better understand themselves, other individuals, groups and institutions within society and across cultures. The subject explores the interaction between motivation and behaviour.

Study of Society uses the lenses of these disciplines to encourage students to ask critical questions about social phenomena — about issues, contexts, assumptions, implicit values and differing world views. Students become socially reflexive and engage their sociological imagination. Study of Society helps students understand social theory and methodology and to recognise that social research promotes a deeper understanding of society, serving personal and social needs in our changing world.

Students will research and observe to produce their own data. Students may observe cultural practices, interview community groups or representatives, conduct surveys, map social groups, replicate experiments and undertake content analyses. Students will collect, organise, analyse and evaluate the quality and validity of information and plan and organise research. Individually and in groups, students will have opportunities to propose tentative resolutions to social issues. They will communicate ideas, information, opinions, arguments and conclusions and will be required to interpret and use statistical data.

As they examine issues, students will gain opportunities to envisage change or to take action. Study of Society therefore provides students with many processes and skills required for effective and thoughtful participation in society. Students will have opportunities to use web, research and presentation technologies and explore other media.

Study of Society leads to a range of careers in which understanding the organisational behaviour of individuals, groups and institutions is a key element. These include careers in human resources, community services, education, journalism, environmentalism, business, law, criminal justice and health. It also provides a good introduction to the academic disciplines of sociology, anthropology, psychology, criminology and law.
2 Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The dimensions are described through their objectives and it is these that schools are required to teach and that students should have the opportunity to learn. The objectives describe what students should be able to do by the end of the course of study.

Progress in a particular dimension may depend on the qualities and skills developed in other dimensions. Learning through each of the dimensions must be developed in increasing complexity and sophistication over a four-semester course of study.

Schools must assess how well students have achieved the objectives. The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives.

The dimensions for a course of study in this subject are:

- Dimension 1: Knowledge and understanding
- Dimension 2: Critical processes
- Dimension 3: Communication

2.1 Dimension 1: Knowledge and understanding

The dimension Knowledge and understanding encompasses the recall of knowledge and the demonstration of understanding of this knowledge.

Knowledge refers to the ability to describe and use factual information, including terminology. Understanding refers to the ability to comprehend, contextualise and explain facts, terminology, ideas and theories and being able to describe the connections that these have to each other.

2.1.1 Objectives

By the conclusion of the course of study, students should:

- describe and use terminology and factual information
- explain ideas and theories
- describe the connections between related facts, ideas and theories.

2.2 Dimension 2: Critical processes

The dimension Critical processes encompasses the interpretation and analysis of data and information to make, evaluate and justify decisions. Often this will be demonstrated as an outcome of research and in a socially reflexive manner.

Interpretation refers to making meaning of data and information by applying understandings, identifying relationships and assigning significance.

Analysis involves breaking down material into its component parts and the examination of the relationships of the parts to one another.

Evaluation is a process by which criteria and evidence are used to make decisions and judgments. It requires the synthesis of data and information.

Justification is a process by which decisions and judgments are supported by argument and evidence.
2.2.1 Objectives

By the conclusion of the course of study, students should:

- interpret and analyse data, information, ideas, theories and issues and the relationships between these
- evaluate data and information
- justify decisions and judgments using evidence, argument and discussion.

2.3 Dimension 3: Communication

The dimension Communication encompasses components of research methodology and communication strategies. The components of research methodology include planning and organising research activities, locating and gathering data beyond the materials provided in the classroom and the use of primary and secondary sources. When researching, students will be required to work independently and in teams.

Mode, genre and language conventions are accepted, sometimes innovative, communication strategies used to construct and convey meaning, suitable to audience and purpose.

2.3.1 Objectives

By the conclusion of the course of study, students should:

- select, organise, record and present data and information
- use mode, genre and language conventions to communicate meaning and achieve particular purposes.
3 Course organisation

3.1 Course of study overview

The connected and multidisciplinary nature of Study of Society should be demonstrated across and within each year of the course of study.

A course of study consists of four units of work, two in Year 11 and two in Year 12.

Each unit:
- aligns to the focus and inquiry
- provides learning that supports assessment that:
  - aligns to the unit focus and inquiry
  - reflects the three dimensions
- develops understanding of core terminology and theories identified for that unit
- explores at least one of the relevant theorists from the list provided for that unit
- develops the inquiry skills (see Table 2).

Diagram 1: Course of study and unit overview

<table>
<thead>
<tr>
<th>Focus</th>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>Unit 1 Inquiry: What shapes the individual? — Examining the processes of socialisation of individuals.</td>
</tr>
<tr>
<td>Individuals, groups and communities</td>
<td>Unit 2 Inquiry: How is social behaviour viewed? — Examining how culture is created and shaped by individuals and communities, and how communities and individuals can shape culture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society</td>
<td>Unit 3 Inquiry: Who gets what and why? — Examining how inequitable practices are established, sustained and challenged within and across structures in Australian society.</td>
</tr>
<tr>
<td>Power and social change</td>
<td>Unit 4 Inquiry: Who is in control? — Examining power and social change.</td>
</tr>
<tr>
<td>- individuals</td>
<td></td>
</tr>
<tr>
<td>- groups</td>
<td></td>
</tr>
<tr>
<td>- communities</td>
<td></td>
</tr>
<tr>
<td>- institutions</td>
<td></td>
</tr>
<tr>
<td>- society</td>
<td></td>
</tr>
<tr>
<td>Part A: Teacher modelled</td>
<td></td>
</tr>
<tr>
<td>Part B: Student negotiated inquiry</td>
<td></td>
</tr>
</tbody>
</table>
Each unit is developed through an issue that reflects the focus and inquiry. The inquiry should:

- be relevant to the student cohort and where possible topical and current
- foreground, support or extend the learning between units
- generate an in-depth exploration of the dimensions and objectives
- support assessment that will demonstrate the full range of standards.

The following table outlines the core subject matter. It should be read in conjunction with the inquiry skills (see Table 2).

Points to note:

- The terminology, theories and theorists are not presented in order of importance.
- The terminology listed for each unit must be included in learning experiences for that unit of work.
- Each unit suggests a minimum number of theories to be explored.
- At least one relevant theorist from the provided list must be evident in that unit through the inclusion of selected work, ideas or theories. Schools may also choose to include other theorists, further theories or more terminology when constructing units of work.

**Table 1: Core subject matter**

<table>
<thead>
<tr>
<th>Unit 1 Inquiry: What shapes the individual? — Examining the processes of socialisation of individuals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core terminology</strong></td>
</tr>
<tr>
<td>• agents of socialisation, conditioning, conformity/non-conformity, deprivation, identity, norms, social psychology, socialisation, sociology</td>
</tr>
<tr>
<td><strong>Core theories</strong> — Examine socialisation through at least two of the following:</td>
</tr>
<tr>
<td>• sociology and social psychology theories, including socialisation, the construction of gender, nature vs. nurture, gender roles</td>
</tr>
<tr>
<td>• cognitive, behavioural, personality or emotional development theory</td>
</tr>
<tr>
<td><strong>Relevant theorists</strong></td>
</tr>
<tr>
<td>• Asch, Cooley, de Beauvoir, Erickson, Freud, Kohlberg, Maslow, Mead (George), Milgram, Piaget, Vygotsky</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2 Inquiry: How is social behaviour viewed? — Examining how culture is created and shaped by individuals and communities, and how communities and individuals can shape culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core terminology</strong></td>
</tr>
<tr>
<td>• anthropology, attitudes, beliefs, culture, ethnicity, ethnocentrism, material culture, mores, non-material culture, perception, stereotypes, subculture, taboo, values</td>
</tr>
<tr>
<td><strong>Core theories</strong> — Examine culture through at least two of the following:</td>
</tr>
<tr>
<td>• cultural conflict, cross-cultural perspectives and changing cultural boundaries</td>
</tr>
<tr>
<td>• the construction of culture and the diversity of cultural norms and understandings, including subcultures vs. mass culture</td>
</tr>
<tr>
<td>• common features of cultures: ways of communicating, belief systems, social structure, economic structures, political/legal structures</td>
</tr>
<tr>
<td>• cultural evolution or cultural relativity</td>
</tr>
<tr>
<td><strong>Relevant theorists</strong></td>
</tr>
<tr>
<td>• de Beauvoir, Bourdieu, Foucault, Geertz, Malinowski, Mauss, Mead (Margaret), Levi-Strauss</td>
</tr>
</tbody>
</table>
Unit 3 Inquiry: Who gets what and why? — Examining how inequitable practices are established, sustained and challenged within and across structures in Australian society.

Core terminology
- agency, class, ideology, inequality, inequity, life chances — achieved and ascribed status, patriarchy, power, race, social mapping, social mobility, social stratification, sociological imagination, status, socioeconomic status

Core theories — Examine inequality through at least one of the following:
- conflict
- functionalist
- feminist, e.g. Marxist, liberal, radical
- interactionist, e.g. labelling
- white race privilege, e.g. the social construction of whiteness

Relevant theorists
- Aboriginal or Torres Strait Islander theorist, Arendt, Fromm, Gramsci, Greer, Habermas, Marx, Mill, Parsons, Spencer, Weber

Unit 4 Inquiry: Who is in control? — Examining power and social change.

In this unit there are two parts that may overlap or occur independently. In Part A, the sociological imagination is modelled by teachers and used to develop a deeper understanding of society through an in-depth exploration of power and social change. In Part B, students follow the modelled approach of Part A to develop their own investigation.

Part A: Guidelines for teacher modelling
Teachers develop and model an investigation that:
- demonstrates the use of the sociological imagination
- examines power and social change.

For the core of this modelled investigation, teachers:
- establish a terminology bank
- create a list of relevant theories
- include the work of at least one relevant theorist.

Suggested relevant terminology:
- deviancy, labelling, risk, social construction of crime, shifting ideas about what is criminal behaviour, political systems, social control, asylum seekers, inclusion and exclusion, trafficking, sex, labour

Suggested relevant theorists:
- Aboriginal or Torres Strait Islander theorist; Connell — culture, class and gender; Durkheim — power and social order; Foucault — power is productive — the idea of governance; Hall; Huntington; Lukes; Marx — power and conflict; Weber

Part B: Guidelines for student-negotiated investigation
Teachers must ensure that the student-negotiated investigation:
- has not previously been the focus for study or assessment
- uses the work of at least one relevant theorist
- has a particular lens through which the investigation is conducted
- includes evidence of research
- is manageable
- allows students to demonstrate the objectives and the full range of standards
- allows the exploration of perspectives.

Table 2 outlines the inquiry skills. It should be read in conjunction with the core subject matter (see Table 1) and the inquiry process (see Diagram 2).

Points to note:
- All of the inquiry skills should be established in Year 11 and further developed in Year 12.
- In Year 12 the full range of inquiry skills should be evident in assessment prior to verification.
### Table 2: Inquiry skills

The inquiry skills listed below are used by students in each unit of work. Diagram 2 on the following page explains the steps in the inquiry process. The inquiry skills are developed by students engaging in the inquiry process in both learning and assessment experiences.

- Apply research techniques to investigate issues, independently and in groups.
- Collect, select, organise information and data.
- Evaluate the quality and validity of information and data.
- Interpret and synthesise data and information from a variety of sources.
- Examine and evaluate ideas, information and theories of self and others.
- Evaluate recommendations and conclusions of self and others.
- Formulate opinions and arguments.
- Justify decisions.
- Communicate research and research findings using accepted language and genre conventions and mode-appropriate formats.
Diagram 2: Inquiry process in Study of Society

**New learning**

**DEFINE**
Establish, refine, frame the investigation by:
- reviewing the literature
- establishing the parameters or design for the research.

**ANALYSE** (Dissect to ascertain and examine constituent parts or their relationships) through:
- conducting the research
- recording and presenting the research data
- analysing the data.

**SYNTHESISE** (Assemble constituent parts into a coherent, unique and/or complex entity) by:
- interpreting the data / results
- establishing relationships or connections between data / results
- proposing possible reasons or conclusions.

**PRODUCE** — Compile and present the research as a response to the assessment task. This may be:
- essay
- research assignment
- journal, folio
- multimodal presentation.

**EVALUATE/JUSTIFY** (Assign merit according to criteria/provide sound reasons or evidence to support a statement) by:
- evaluating the research outcomes
- justifying decisions and conclusions
- suggesting recommendations and/or conclusions.

**REFLECT** — Re-examine the question, investigation, hypothesis, the research method and the outcomes. Ask:
- Has a solution been found?
- Do new questions arise?
- Where to from here?
- What have I learnt that can inform future learning?
The answers to these questions may prompt a new inquiry.

Critical thinking and reflecting is an iterative process. It occurs throughout the inquiry.
3.1.1 Time allocation

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus is 55 hours per semester. A course of study will usually be completed over four semesters (220 hours).

3.2 Advice, guidelines and resources

The following advice, guidelines and resources support the implementation of the syllabus, and unless otherwise stated, are available from the Study of Society subject page of the QSA website <www.qsa.qld.edu.au/18156.html>.

Aboriginal and Torres Strait Islander perspectives

The Queensland Studies Authority (QSA) recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. To strengthen students’ appreciation and understanding of the first peoples of the land, opportunities exist in the syllabus to encourage engagement with Aboriginal and Torres Strait Islander:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

Aboriginal and Torres Strait Islander perspectives can be developed in Units 3 and 4, through the inclusion of Indigenous theorists or exploring Indigenous issues through the units.


Composite classes

This syllabus enables teachers to develop a course of study that caters for a variety of ways to organise learning, such as combined Years 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-managed study. This resource provides guidelines about composite classes.

Educational equity

Equity means fair treatment of all. In developing work programs from this syllabus, schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources.


General capabilities

Students require a number of skills and dispositions in preparation for life and work. These include “planning and organising, the ability to think flexibly, to communicate well and to work in teams … the capacity to think creatively, innovate, solve problems and engage with new

1 The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The QSA is committed to helping achieve this vision and encourages teachers to include Aboriginal and Torres Strait Islander perspectives in the curriculum.
"disciplines", according to the *Melbourne Declaration on Educational Goals for Young Australians*. The Australian Curriculum identified seven general capabilities for their entitlement curriculum. These are:

- Literacy
- Numeracy
- Information and communication technology (ICT) competence
- Critical and creative thinking
- Personal and social competence
- Ethical behaviour
- Intercultural understanding.

It is the responsibility of teachers to continue to develop the general capabilities established in the Prep to Year 10 Learning areas that are appropriate to Study of Society.

**Learning experiences and sample resources**

This resource provides guidelines for learning experiences and sample resources, which may include unit/s of work.

**Reference materials**

This resource provides links to reference materials, text and reference books, websites, newspaper reports, periodicals, electronic media and learning technology, and organisations and community resources for the subject.

**Work program requirements**

A work program is the school’s plan of how the course of study will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students. Work program requirements, checklists and samples are available on the Study of Society subject page of the QSA website. Instructions for online submission of work programs are available from <www.qsa.qld.edu.au/wponline/login.qsa>.

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4 Assessment

Assessment is an integral part of the teaching and learning process. For Years 11 and 12 it is the purposeful, systematic and ongoing collection of information about student learning outlined in the senior syllabuses.

In Queensland, assessment is standards based. The standards for each subject are described in dimensions, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment in senior Authority subjects are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement in each Authority subject which may contribute credit towards a Queensland Certificate of Education
- provide base data for tertiary entrance purposes
- provide information about how well groups of students are achieving for school authorities and the State Education and Training Minister.

4.1 Principles of exit assessment

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for the four-semester course of study requires application of the following interdependent principles:

- Information is gathered through a process of continuous assessment, i.e. *continuous assessment*.
- Balance of assessment is a balance over the course of study and not necessarily a balance over a semester or between semesters, i.e. *balance*.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory, i.e. *mandatory aspects of the syllabus*.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program, i.e. *significant aspects of the course of study*.
- Selective updating of a student’s profile of achievement is undertaken over the course of study, i.e. *selective updating*.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study, i.e. *fullest and latest*.

While most students will exit a course of study after four semesters, some will exit after one, two or three semesters.

*Continuous assessment*

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.
Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental four-semester course of study.

In continuous assessment, all assessment instruments have a formative purpose — to improve teaching and student learning and achievement.

When students exit the course of study, teachers make a summative judgment about their levels of achievement in accordance with the standards matrix.

The process of continuous assessment provides the framework in which the other five principles of exit assessment operate: balance, mandatory aspects of the syllabus, significant aspects of the course of study, selective updating, and fullest and latest information.

**Balance**

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessments is a balance over the course of study and not a balance within a semester or between semesters.

Balance of assessments means judgments about students' achievements of all the dimensions are made a number of times using a variety of assessment techniques and a range of assessment conditions over the developmental four-semester course of study.

See also Section 4.6 Requirements for verification folio.

**Mandatory aspects of the syllabus**

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the objectives of the dimensions Knowledge and understanding, Critical processes and Communication

To ensure that the judgment of student achievement at exit from a four-semester course of study is based on the mandatory aspects, the exit standards for the dimensions stated in the standards matrix (refer to Section 4.8.2) must be used.

**Significant aspects of the course of study**

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school’s work program that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the objectives of the syllabus and complement the developmental nature of learning in the course of study over four semesters.

**Selective updating**

Judgments about student achievement made at exit from a course of study must be selectively updated throughout the course of study.

Selective updating is related to the developmental nature of the course of study and works in conjunction with the principle of fullest and latest information.

As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course of study may no longer be representative of student achievement.
Therefore, the information should be selectively and continually updated (not averaged) to accurately represent student achievement.

Schools may apply the principle of selective updating to the whole subject-group or to individual students.

**Whole subject-group**

A school develops an assessment program so that, in accordance with the developmental nature of the course of study, later assessment information based on the same groups of objectives replaces earlier assessment information.

**Individual students**

A school determines the assessment folio for verification or exit (post-verification). The student’s assessment folio must be representative of the student’s achievements over the course of study. The assessment folio does not have to be the same for all students; however, the folio must conform to the syllabus requirements and the school’s approved work program.

Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.

**Fullest and latest information**

Judgments about student achievement made at exit from a course of study must be based on the fullest and latest information available.

- "Fullest" refers to information about student achievement gathered across the range of objectives.
- "Latest" refers to information about student achievement gathered from the most recent period in which achievement of the objectives is assessed.

As the assessment program is developmental, fullest and latest information will most likely come from Year 12 for those students who complete four semesters of the course of study.

The fullest and latest assessment data on mandatory and significant aspects of the course of study is recorded on a student profile.

### 4.2 Planning an assessment program

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- dimensions and objectives (see Section 2)
- course organisation (see Section 3)
- principles of exit assessment (see Section 4.1)
- variety in assessment techniques over the four-semester course of study (see Section 4.5)
- conditions in which assessment instruments are undertaken (see Section 4.5)
- verification folio requirements, i.e. the range and mix of assessment instruments necessary to reach valid judgments of students’ standards of achievement (see Section 4.6)
- post-verification assessment (see Section 4.6.1)
- exit standards (see Section 4.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments.
Further information can be found on the Study of Society subject page of the QSA website <www.qsa.qld.edu.au/18156.html>

4.3 Special provisions

Guidance about the nature and appropriateness of special provisions for particular students may be found in the QSA’s Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects (2009), available from <www.qsa.qld.edu.au/2132.html>. This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special provisions to be effective for students, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

4.4 Authentication of student work

It is essential that judgments of student achievement be made on accurate and genuine student assessment responses. Teachers should ensure that students’ work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The A–Z of Senior Moderation contains a section on authenticating student work <www.qsa.qld.edu.au/1426.html>. This provides information about various methods teachers can use to monitor that students’ work is their own. Particular methods outlined include:

- teachers seeing plans and drafts of student work
- student production and maintenance of documentation for the development of responses
- student acknowledgment of resources used.

Teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.


4.5 Assessment techniques

The techniques and associated conditions of assessment most suited to the judgment of student achievement in this subject are described in the following sections. The dimensions to which each technique is best suited are also indicated.

For each dimension, standards are described. Schools decide the instruments to be used for assessment. For each assessment instrument, schools develop instrument-specific standards from the syllabus standards descriptors for relevant dimensions (see Section 4.8.2 Standards matrix). These instrument-specific standards are used for making judgments about the quality of students’ responses. Students must be given instrument-specific standards for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.
4.5.1 Supervised written

Purpose
This technique assesses a range of cognition through written responses produced independently, under supervision and in a set timeframe to ensure authenticity.

Description
- A supervised assessment may include one or more items.
- Conditions must be explained on the assessment instrument.
- Items will be in response to questions or statements. Questions or statements are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised.
- Stimulus materials may also be used. Stimulus materials may be seen or unseen.
- Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class.

Dimensions to be assessed
Supervised written assessments are best used to determine student achievement in objectives from:
- Knowledge and understanding
- Critical processes
- Communication.

Types of items that could be included
Extended written response
- Items require sustained analysis, synthesis and evaluation to fully answer a problem, question or hypothesis.
- Students provide a response to a seen or unseen question or statement, and seen or unseen supplied sources/stimuli.
- The response could be an analytical exposition format/genre.

If an extended piece of writing is chosen, it is best if it is the only item, as this will better allow students to demonstrate the full range of standards.

Short responses
- Items may include response to stimulus activities that require:
  - explanations longer than one sentence
  - ideas maintained, developed and justified
  - full-sentence responses, constructing a piece of prose that may have one or several paragraphs.
- Items may require students to:
  - construct, use, interpret or analyse primary or secondary data, graphs, tables or diagrams
  - apply algorithms or demonstrate mathematical calculations and problem solving.
- Items may also include multiple-choice, single-word, true/false, or sentence answers. These types of questions are useful for assessing content knowledge and are difficult to construct if trying to elicit meaningful high-order cognitive responses.
## Conditions clearly stated on the assessment

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recommended time: <strong>1–1.5 hours</strong>.</td>
<td>• Recommended time: <strong>1.5–2 hours</strong>.</td>
</tr>
<tr>
<td>• Perusal times may be added as required.</td>
<td>• Perusal times may be added as required.</td>
</tr>
<tr>
<td>• Use of support materials or technologies, e.g. notes, other reference materials, calculators or computers, may be appropriate.</td>
<td>• Use of support materials or technologies, e.g. notes, other reference materials, calculators or computers, may be appropriate.</td>
</tr>
<tr>
<td>• Questions may be seen or unseen.</td>
<td>• Questions may be seen or unseen.</td>
</tr>
<tr>
<td>• Word lengths:</td>
<td>• Word lengths:</td>
</tr>
<tr>
<td>- short responses: <strong>50–250 words</strong> (diagrams and workings not included in word count)</td>
<td>- short responses: <strong>50–250 words</strong> (diagrams and workings not included in word count)</td>
</tr>
<tr>
<td>- extended written response: <strong>400–600 words</strong>.</td>
<td>- extended written response: <strong>600–800 words</strong>.</td>
</tr>
<tr>
<td>• If students use computers to respond to these assessments, schools must ensure that the purpose of this technique is maintained.</td>
<td>• If students use computers to respond to these assessments, schools must ensure that the purpose of this technique is maintained.</td>
</tr>
</tbody>
</table>

### Advice for teachers

- Format the assessment to allow for ease of reading and responding.
- Consider the language needs of the students and avoid ambiguity.
- Ensure the questions allow the full range of standards to be demonstrated.
- Consider the instrument conditions in relation to the requirements of the question/stimulus.
- Outline any permitted material in the instrument conditions, e.g. one page of handwritten notes.
- If an extended piece of writing is chosen, it is best if it is the only item, as this will better allow students to demonstrate the full range of standards.
- Determine appropriate use of stimulus materials and student notes. Ensure stimulus materials are succinct enough to allow students to engage with them in the time provided; if they are lengthy, consider giving students access to them before the assessment.
- Provide students with learning experiences that support the types of items, including opportunities to respond to unseen tasks using appropriate communication strategies.
- Indicate on the assessment the dimensions and objectives that will be assessed and explain the instrument-specific standards.

### 4.5.2 Research

**Purpose**

This technique assesses research practices and the outcomes of the application of that research.

**Description**

- Research practices include locating and using information that goes beyond the data students have been given and the knowledge they currently have.
- A research assessment may be presented in a variety of modes. Research conventions (e.g. referencing) must be followed regardless of the mode of presentation.
- Most research responses will follow an inquiry approach and include:
- the establishment of a research question
- the generation and/or collection of primary and/or secondary data/information
- students' independent collection of information/data from a variety of sources
- the sorting and analysis of data/information — examining and evaluating validity and value
- synthesis of data/information
- development of conclusions with justifications.

- This assessment occurs over a period of time, in class and often in students’ own time

**Dimensions to be assessed**

Research assessments are best used to determine student achievement in objectives from:

- Knowledge and understanding
- Critical processes
- Communication.

**Types of items that could be included**

A research response may be presented in a variety of modes including written, spoken and/or multimodal.

**Written research responses**

**Analytical exposition**

- Examples include essay, magazine article, paper, research assignment.
- Students provide a response to a specific question or issue.
- The response may be supported by references or, where appropriate, tables of data, diagrams and flow charts.
- The response could be a persuasive argument or informative text.

**Report**

- Students make a decision regarding the question, hypothesis or issue under investigation and support the decision with logical argument.
- The report may be in response to observations made and conclusions drawn from various sources, including case studies or experimental outcomes.
- A report will normally be presented with section headings. It will often include tables, graphs or diagrams and the analysis of statistical data.

**Action research**

- Action research is an inquiry approach in which a course of action or strategy is suggested and enacted. The focus for the action research is the evaluation of the enacted strategy. Suggestions are provided for improvement or reasons why the action/strategy did or did not work.

**Folio or journal**

- This is a “purposeful” collection of work that can be used to document a variety of information, ideas and working processes.
- It contains decisions made and reasons or justifications for these decisions.
- Evidence of research, including the collection and sorting of data, must be included.
Spoken research response
- Examples may include interviews, debates, webcasts, podcasts, and seminar presentations.

Multimodal research response
- Examples may include presentations, conferences, and digital presentations.

Further guidance
- A multimodal presentation is one that uses a combination of modes, such as visual, electronic, physical, audio and/or spoken modes. It must combine a minimum of two modes, with both significantly contributing to the presentation and assessment decisions. Possible multimodal presentations include documentaries, digital presentations e.g. webpages, computer simulations and presentations using software.
  - Teachers must ensure that the full range of standards is possible when using spoken or multimodal techniques. The student’s spoken or multimodal response is the focus for assessment decisions; however, supporting documentation will be required to substantiate decisions and for monitoring, verification and exit purposes. Techniques used will require students to present to a real audience (e.g. a speech), or a virtual audience through the use of technology.
  - Spoken and multimodal research response techniques may include seminars and digital presentations.

Conditions clearly stated on the assessment

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written:</strong> 800–1000 words (word count includes data analysis, discussion and research outcomes/recommendations)</td>
<td><strong>Written:</strong> 1000–1500 words (word count includes data analysis, discussion and research outcomes/recommendations)</td>
</tr>
<tr>
<td>Spoken: 3–4 minutes</td>
<td>Spoken: 4–5 minutes</td>
</tr>
<tr>
<td>Multimodal: 3–5 minutes.</td>
<td>Multimodal: 5–7 minutes.</td>
</tr>
</tbody>
</table>

Advice for teachers
- Establish a focus for the research, or work with the student to develop a focus.
- Allow class time for the student to effectively undertake each component of the research assessment. Independent student time will be required to complete the task.
- Implement strategies to promote the authenticity of student work. Some strategies include annotated notes such as journals or experimental logs, drafting, teacher observation sheets, research checklists, referencing, and reference lists.
- Consult, negotiate, monitor and provide feedback before and during the research assessment. Give ethical or drafting guidance. Advice on drafting is available from the subject page on the QSA website. Feedback and assistance is provided judiciously, being gradually reduced with the development of student experience and confidence.
- Scaffolding must be provided. When a research assessment technique is undertaken for the first time, the scaffolding should help students complete the assessment by modelling the process and skills required. The scaffolding should not specify or lead the student through a series of steps dictating a solution. Scaffolding should be reduced from Year 11 to Year 12 to allow the student to better demonstrate independence in the research process. When a research assessment technique is revisited (most likely in Year 12), the scaffolding should be reduced, e.g. as a series of generic questions.
• Provide students with learning experiences in the use of appropriate communication strategies, including the generic requirements for presenting research (e.g. research report structures, referencing conventions).

• Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards.

• Research instruments may require further evidence of how teachers have made their judgments. This may be research notes, journals or drafts. When a research assessment is presented as spoken or multimodal presentation schools will need to consider what further evidence is required to support teacher judgments.

4.5.3 Extended response

Purpose
This technique assesses the sustained application of higher-order cognition (analysis, synthesis and evaluation) to known and provided materials, stimuli and concepts.

Description
• The extended response to a situation requires analysis, synthesis and evaluation of data and information. The response may involve:
  - solving a problem
  - expressing and justifying a point of view
  - explaining and evaluating an issue
  - applying concepts or theories to a situation.
• Research is not the focus of this technique.
• This assessment may occur over a period of time, in class, and possibly in students’ own time.

Dimensions to be assessed
Extended response assessments are best used to determine student achievement in objectives from:
• Knowledge and understanding
• Critical processes
• Communication.

Types of items that could be included
An extended response may be presented in a variety of modes, including written, spoken and/or multimodal.

Written extended response
• Examples may include an essay, magazine article, editorial, paper, critique, review, persuasive essay, argumentative essay or informative text.
• The response may be supported by references or, where appropriate, tables of data, diagrams and flow charts.
**Spoken extended response**
- Examples may include interviews, debates, webcasts, podcasts, and seminar presentations.

**Multimodal extended response**
- Examples may include presentations, conferences, and digital presentations.

**Further guidance**
- A multimodal presentation is one that uses a combination of modes, such as visual, electronic, physical, audio and/or spoken modes. It must combine a minimum of two modes, with both significantly contributing to the presentation and assessment decisions. Possible multimodal presentations include documentaries, digital presentations, e.g. webpages, computer simulations and presentations using software.
  - Teachers must ensure that the full range of standards is possible when using spoken or multimodal techniques. The student’s spoken or multimodal response is the focus for assessment decisions; however, supporting documentation will be required to substantiate decisions and for monitoring, verification and exit purposes. Techniques used will require students to present to a real audience (e.g. a speech), or a virtual audience through the use of technology.
  - Spoken and multimodal research response techniques may include seminars and digital presentations.

**Conditions clearly stated on the assessment**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written: 600–1000 words</td>
<td>Written: 800–1200 words</td>
</tr>
<tr>
<td>Spoken: 3–4 minutes</td>
<td>Spoken: 4–5 minutes</td>
</tr>
<tr>
<td>Multimodal: 3–5 minutes.</td>
<td>Multimodal: 5–7 minutes.</td>
</tr>
</tbody>
</table>

**Advice for teachers**
- Management of the extended response should be mostly the responsibility of the student. Supervision by the teacher may be necessary at times.
- Implement strategies to promote the authenticity of student work, e.g. teachers seeing plans and/or drafts, collection of student work during writing process, teacher checklists.
- Scaffolding must be provided. When an extended response assessment technique is undertaken for the first time, the scaffolding should help students complete the assessment by modelling the process and skills required. The scaffolding should not specify or lead the student through a series of steps dictating a solution. Scaffolding should be reduced from Year 11 to Year 12 to allow the student to better demonstrate independence. When an extended response is revisited (most likely in Year 12), the scaffolding should be reduced, e.g. as a series of generic questions.
- Provide learning experiences that support the mode and genre of the instrument, modelling the assessment technique where possible.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards.
4.6 Requirements for verification folio

A verification folio is a collection of a student’s responses to assessment instruments on which the level of achievement is based. For students who are to exit with four semesters of credit, each folio should contain the range of assessments for making summative judgments as stated below.

Students’ verification folios for Study of Society must contain:

- a minimum of 4 and a maximum of 5 assessment instruments
- assessment from Year 12 only
- one supervised written assessment that must be an extended written in response to an unseen task/question (see 4.5.1)
- a written research assessment (see 4.5.2)
- an extended response (see 4.5.3)
- a student profile completed to date.

For information about preparing monitoring and verification submissions, schools should refer to the *The A–Z of Senior Moderation*, available at <www.qsa.qld.edu.au/1426.html>.

4.6.1 Post-verification assessment

In addition to the contents of the verification folio, there must be at least one subsequent summative assessment in the exit folio. It should reflect the stage of the course of study from which it comes. For this syllabus, students are to complete a research assessment that assesses all dimensions. While the mode of presentation is determined by the school, evidence must be available to support school judgments for this assessment.

4.7 Exit standards

The purpose of standards is to make judgments about students’ levels of achievement at exit from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: *Knowledge and understanding*
- Dimension 2: *Critical processes*
- Dimension 3: *Communication*.

Each dimension must be assessed in each semester, and each dimension is to make an equal contribution to the determination of exit levels of achievement.

4.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).
Exit levels of achievement are summative judgments made when students exit the course of study. For most students this will be after four semesters. For these students, judgments are based on exit folios providing evidence of achievement in relation to all objectives of the syllabus and standards.

All the principles of exit assessment must be applied when making decisions about exit levels of achievement.

**4.8.1 Determining a standard**

The standard awarded is an on-balance judgment about how the qualities of the student’s work match the standards descriptors overall in each dimension. This means that it is not necessary for the student to have met every descriptor for a particular standard in each dimension.

When standards have been determined in each of the dimensions for this subject, the following table is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>Standard A in any two dimensions and no less than a B in the remaining dimension</td>
</tr>
<tr>
<td>HA</td>
<td>Standard B in any two dimensions and no less than a C in the remaining dimension</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in any two dimensions and no less than a D in the remaining dimension</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard D in any two dimensions</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard E in the three dimensions</td>
</tr>
</tbody>
</table>

Some students will exit after one, two or three semesters. For these students, judgments are based on folios providing evidence of achievement in relation to the objectives of the syllabus covered to that point in time. The particular standards descriptors related to those objectives are used to make the judgment.

Further information can be found at [www.qsa.qld.edu.au/1426.html](http://www.qsa.qld.edu.au/1426.html).
### 4.8.2 Standards matrix

<table>
<thead>
<tr>
<th>标准</th>
<th>标准 A</th>
<th>标准 B</th>
<th>标准 C</th>
<th>标准 D</th>
<th>标准 E</th>
</tr>
</thead>
<tbody>
<tr>
<td>知识与理解</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 标准 A | 该学生工作具有以下特征：
- 准确且详细的描述和使用术语和事实信息
- 精确和简明的解释复杂概念和理论
- 准确且详细的描述复杂的事实、概念和理论之间的关系。 |
| 标准 B | 该学生工作具有以下特征：
- 准确的描述和使用术语和事实信息
- 比较准确的解释复杂概念和理论
- 准确的描述了复杂概念和理论之间的关系。 |
| 标准 C | 该学生工作具有以下特征：
- 描述和使用术语和事实信息
- 解释了概念和理论
- 描述了概念和理论之间的某些联系。 |
| 标准 D | 该学生工作具有以下特征：
- 简单的描述和使用术语和事实信息
- 简单的解释概念和理论
- 简单的描述了某些概念和理论之间的联系。 |
| 标准 E | 该学生工作具有以下特征：
- 简单的描述和使用术语和事实信息
- 简单的解释概念和理论
- 简单的描述了某些概念和理论之间的联系。 |
| 批判性过程 | | | | | |
| 标准 A | 该学生工作具有以下特征：
- 准确的解释和分析数据、信息、概念和理论及其关系
- 考虑了复杂数据和信息的评估
- 说服性地说明了决策和判断，使用了显著的证据，有效的论据和详细的讨论。 |
| 标准 B | 该学生工作具有以下特征：
- 准确的解释和分析数据、信息、概念和理论及其关系
- 适当的评估了数据和信息
- 简单的说明了决策和判断，使用了变量和不完整的证据，简单的论据或讨论。 |
| 标准 C | 该学生工作具有以下特征：
- 解释和分析了数据、信息、概念和理论及其关系
- 一定程度的评估了数据和信息
- 简单的说明了决策和判断，使用了变量和不完整的证据，简单的论据或讨论。 |
| 标准 D | 该学生工作具有以下特征：
- 一些解释和分析了数据、信息、概念和理论及其关系
- 简单的评估了数据和信息
- 简单的说明了决策和判断，使用了变量和不完整的证据，简单的论据或讨论。 |
| 标准 E | 该学生工作具有以下特征：
- 简单的解释和分析了数据、信息、概念和理论及其关系
- 简单的评估了数据和信息
- 简单的说明了决策和判断，使用了变量和不完整的证据，简单的论据或讨论。 |
<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Communication</strong></td>
<td><strong>Communication</strong></td>
<td><strong>Communication</strong></td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td>• discerning selection and organisation, accurate recording and insightful presentation of data and information from a variety of significant sources</td>
<td>• effective selection and organisation, accurate recording and presentation of data and information from a variety of sources</td>
<td>• appropriate selection, organisation, recording and presentation of data and information from sources</td>
<td>• some selection, organisation, recording and presentation of data and information from sources</td>
<td>• selection, organisation, recording or presentation of aspects of data or information</td>
</tr>
<tr>
<td>• discerning use of mode, genre and language conventions that communicates complex meaning and insightfully achieves particular purposes.</td>
<td>• effective use of mode, genre and language conventions that communicates complex meaning and achieves particular purposes.</td>
<td>• appropriate use of mode, genre and language conventions that communicates meaning and achieves particular purposes.</td>
<td>• use of mode, genre and language conventions that communicates some meaning and achieves basic purposes.</td>
<td>• inconsistent use of mode, genre and language conventions that communicates some meaning.</td>
</tr>
</tbody>
</table>
## 5 Glossary

<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>accurate</td>
<td>Precise, to the point; consistent with a standard</td>
</tr>
<tr>
<td>appropriate</td>
<td>Fitting, suitable to the context</td>
</tr>
<tr>
<td>basic</td>
<td>Underdeveloped, simple and straightforward</td>
</tr>
<tr>
<td>complex</td>
<td>Characterised by complicated or involved interactions, relationships or connections of elements, components, parts or steps</td>
</tr>
<tr>
<td>comprehensive</td>
<td>Thorough and inclusive of a broad coverage of facts, ideas and information</td>
</tr>
<tr>
<td>convincing</td>
<td>Persuasive because of clear, definite and strong argument, data and presentation; leaving no doubt</td>
</tr>
<tr>
<td>cultural anthropology</td>
<td>Cultural anthropology focuses on the study of cultural variation among humans. It often explores the effect that global economic and political processes have on local cultural identities.</td>
</tr>
<tr>
<td>detailed</td>
<td>Meticulous, specific, precise</td>
</tr>
<tr>
<td>discerning</td>
<td>Making thoughtful and astute choices</td>
</tr>
<tr>
<td>discussion</td>
<td>Expansion and elaboration of a line of argument with supporting ideas</td>
</tr>
<tr>
<td>effective</td>
<td>Meeting the assigned purpose</td>
</tr>
<tr>
<td>genre</td>
<td>Genres are conventionalised, staged and purposeful text structures. A genre is based on shared knowledge and practices, and exhibits distinguishing structures, features and patterns that relate to context, purpose and audience.</td>
</tr>
<tr>
<td>inconsistent</td>
<td>Conflicting or contradictory; varying and unpredictable; incompatible</td>
</tr>
<tr>
<td>insightful</td>
<td>Perceptive, demonstrating high levels of understanding</td>
</tr>
<tr>
<td>language conventions</td>
<td>Accepted language practices developed over time and generally used and understood, for example use of punctuation</td>
</tr>
<tr>
<td>mode</td>
<td>Mode refers to a system of communication chosen as the way to transmit a message. Modes may be written, spoken/signed, nonverbal, visual or auditory.</td>
</tr>
<tr>
<td>multimodal</td>
<td>Multimodal refers to the use of more than one mode. In assessment, multimodal refers to assessments where there is significant contribution from at least two modes (e.g. a seminar using software).</td>
</tr>
<tr>
<td>relevant</td>
<td>Applicable and pertinent; has direct bearing on</td>
</tr>
<tr>
<td>significant</td>
<td>Major, noteworthy, important, worthwhile</td>
</tr>
<tr>
<td>simple</td>
<td>Easy to understand and deal with; may concern a single or basic aspect, few steps, obvious data / outcomes, limited or no relationships</td>
</tr>
<tr>
<td>socially reflexive (reflexivity)</td>
<td>To be socially reflexive requires us to describe and critically examine our lives, cultures and society by comparing them with other cultures or historical periods. It is a way of understanding and thinking about our social reality, and a method for investigating it. It is closely linked to the concept of sociological imagination.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>sociological imagination</td>
<td>The sociological imagination is the ability of an individual to view circumstances from perspectives other than those based on their personal experiences. It incorporates understanding social outcomes through an appreciation of social contexts (including historical perspectives), participants, motivations, behaviours, values and actions. It allows us to understand difference or at least the circumstances that have created difference.</td>
</tr>
</tbody>
</table>
| social psychology | Social psychology, according to Smith and Mackie in *Social Psychology* 2nd edition, "is the scientific study of the effects of social and cognitive processes on the way individuals perceive, influence, and relate to others." Modern social psychology is characterised by the integration of behaviour and cognition, emphasising that people construct their own realities and that social influences are pervasive in the behaviour of individuals.  
| sociology | Sociology is about understanding and interpreting society and the people within it. It examines the ways we organise our lives and institutions and the consequences of such activities. The social world is explored with the help of theories about the structure of social life and a range of qualitative and quantitative data collection methods. Theories are applied to a range of social issues to understand why patterns exist, why problems have occurred (e.g. crime, disease), and how they might be dealt with. It examines issues such as those related to inequality, power, culture and identity and investigates how these are changing in contemporary life. |
| superficial | Apparent and sometimes trivial; lacking in depth |
| supported | To give something greater credibility by being consistent with it or providing further evidence |
| thorough | Including all that is required |
| variable | Inconsistent or uneven in quality |