

# 2020 March Moderation - Report



## Meeting Details

Which Learning Area  
is this Report for?

Sociology

Meeting took place in:

South

## Moderation Details for Calibration - Sample 1

Sample 1 - Please  
identify each criterion  
being moderated and  
IF SELECTED the  
elements within that  
criterion

Criterion 2 = Overall, Element 2, Element 4, Element 5

Criterion 7 = Overall, Element 1, Element 2

Sample 1 - What rating  
(or ratings) has the  
group assigned this  
sample?

C2 - A , C7- A

Sample 1 - What  
evidence supports the  
rating (or ratings) the  
group has given?

This was an articulate and well-structured response, demonstrating confident understanding of functionalist and conflict perspectives, adding feminist theorists, delivered cohesively and with appropriate, and well-articulated research evidence. In relating institutional links with family and education, the candidate crafted a polished argument, showcasing a nuanced referencing of institutional changes in family and resultant manifestations of educational social disadvantage and gendered inequality. There is wide referencing of the stimulus content (5, 6, 7 and 8), albeit deposited, rather than explored and analysed in depth.

Sample 1 - What  
evidence would you  
need to see in order  
to assign a higher  
rating (or ratings)?

This was a quality response. There was some discussion around whether the question focus lapsed (shifted) in places - institutional change to stratification- which might confuse in sections.

Sample 1 - Summary  
of group consensus  
with comments to  
element level if  
applicable.

There was unanimous agreement that this was a superior response, showcasing the candidate's confident understanding of material, very competent writing style, and well-rehearsed (and comprehended) content base.

Sample 1 - What  
actions would you  
recommend for

Perhaps some more purposeful analysis of the stimulus material, made possible by limiting the concentration to two, which would facilitate a more robust rather than

teachers to help the student attain a higher rating (or ratings)?

'lip-service' analysis of the stimulus content.

### Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall, Element 2, Element 4, Element 5

Criterion 7 = Overall, Element 1, Element 2

Sample 2 - What rating (or ratings) has the group assigned this sample?

C2 - B- / C7- B

Sample 2 - What evidence supports the rating (or ratings) the group has given?

This was a stratification response, focusing on family and education, despite the uncertainty of the introduction (stratification/ family changes over time. There was sound understanding of stratification, the outlining of differences between functionalist, conflict and feminist perspectives, and an explanation of at least one relevant citation of research for each perspective (stronger coverage for education, than family). The stimulus material was incorporated (6 and 8) appropriately, positioning accounts positively in the essay's delivery of argument, albeit with minimal analysis. Some language inconsistencies and a bit of a lapse in analysis conventions.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

The introduction could be improved in terms of definitional accuracy and by ensuring specific and clear referencing of the question hooks are used. Linking the idea of 'change' more clearly to manifestations of stratification, is also an area upon which to focus- i.e. to 'create' and 'maintain' stratification (in fact, maybe legitimise and/or systematically formalise institutional disadvantage/differentiation), there has to be change.

Sample 2 - Summary of group consensus with comments to element level if applicable.

This is a candidate who has a good grounding in their understanding and has written an answer of good depth and substance. As outlined above, polishing technique and analytical voice, refining the approach to defining key concepts and specifying these in terms of the stated question, would position markers more clearly (there were sections in this script where markers were wondering which topic was being explored).

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

As above - definitional accuracy, pitching of argument focus more clearly, clarifying what constitutes 'interrelationships' (given 'interrelations' ends up being an essay on stratification for most students).

## Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall, Element 2, Element 4, Element 5

Criterion 7 = Overall, Element 1, Element 2

Sample 3 - What rating (or ratings) has the group assigned this sample?

C2 - t / C7- C-

Sample 3 - What evidence supports the rating (or ratings) the group has given?

This 'read' as a conversation analysis, with a glimmer of substance when the candidate makes a concerted effort to point out the role media has had on society in areas of education and work (the fourth paragraph). Brief (typed, so consideration, perhaps, re a differentiated response), insufficient showcasing of knowledge learned during the year, ineffectual application of theoretical perspectives and concepts. Singular, cursory mention to stimulus material.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

A more systematic exploration of the role of media, its changing nature in terms of power and influence, explained through research evidences. Sociological concepts are identified/stated (stratification, power), though devoid of any definitional detail and analytical scrutiny. There needs to be a narrowing of critical analytical focus - this candidate adopts a 'broad sweep' approach mentioning stratification, changes in institutions over time, as well as power, without answering the question; deconstructing the question and prioritising target areas, would enable structured argument development. Greater preparation and review of essay technique and content application.

Sample 3 - Summary of group consensus with comments to element level if applicable.

There was consensus that this response did not demonstrate sufficient theoretical application of perspectives and key concepts to achieve a 'C' standard on Criterion 2. Discussion re Criterion 7 considered the candidates 'intent to answer'; there is 'basic' discussion of ideas, albeit unstructured, relating the change over time, some referencing of media power and links to the changing role media has on institutions.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Greater focus on sociological perspectives and research evidences, improve definitional accuracy of key concepts (especially those question hooks), less conversational writing, a more structured evocation of the links between media and education and individual/systemic advantage/disadvantage.

## Planning for September Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Criterion 3

State the name of the person who will be providing the samples for September moderation.

M. Guerzoni

## Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

Public Sociology, Germov and Poole  
Think Sociology, Carl et al.

## Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

Markers' guidelines (re IP) and tool need to be provided earlier in the year. Markers loads - North versus South.

PL re marking, assessment tasks (this can be addressed in September in samples exemplars), current research directions /research relevant to our modules (possibility of state-wide PL through Sociology Department, perhaps).

Consideration of overlap/ duplication/uniformity of content coverage and pathways avenues re Introduction to psychology and Sociology

Impact of course review moving forward.