

# 2021 September Moderation - Report



## Meeting Details

Which meeting is this report for?

Sociology Level 3

## 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 - B ; C7 - B+

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

Consensus that the response is consistent with achievement levels that meet evidences aligned to the 'B' range. The sample is well-written, and while it references, albeit minimally, the stimulus, it lacked detailed discussion of the stimulus; moderators were consistent in their comments that more critical use of extrapolated material needs to be on show in scripts, so as to limit candidates defaulting to offerings that are essentially memorised 'brain dump' answers. The response 'gets better' as it progresses, though even in this regard, it still lacked links to the stimulus. There was the view that the answer was a two-parallel institutions account, though it was noted that a more nuanced, integrated discussion is difficult with some institution pairings

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

Some discussion advised of a need for teachers to agree on establishing foundation dates for students, so some definite historical commencement points of change, can be used by students. The stimulus response offered did not really interrogate explanation of the role and purpose of institutions, and this is an area upon which this candidate might focus to achieve the higher A ratings. There were several missed opportunities to link analysis to theorists and key sociological terms and concepts.

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

The broad consensus appears to be that this is a response that aligns with a strong 'B' rating on both Criterion 2 and Criterion 7. There is strong consensus that encouraging students to polish their skill in the use of sociological terminology and the articulating of formal theory explanation is an area upon which to focus.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

More specificity is needed in terms of theory and concepts application. Theory was included, but to achieve an 'A' rating, clearer explanations and evaluation of primary theorists is needed. While legislative changes were mentioned as one significant factor generating changes to and within institutional structures, more is required than merely offering a token mention of 'legislative changes, for a specific and deliberate discussion of key laws/policies and their effect, such as the Family Law Act 1975, etc., is needed For, Criterion 7, paragraphing needed some work to achieve an A rating. Sections

lacked clarity at times and/or needed more frequent use of formal, academic language. Stimulus examples were used, but these 'acknowledgements' needed establish stronger evaluative links to the theory and/or legislative change.

### 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 - t+/C- ; C7 - C-

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

Discussions re Criterion 2 gravitated around ratings in the t to C- range. The answer is inherently 'sociological' but there is limited theory, though attempts to bring in some sociological concepts is on show. It does Brief links to stimulus however not incorporated into discussion. There was no mention of theorists and argument that was offered was tenuous and required greater detailed discussion.

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

Address limitation areas as outlined in previous cell.

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

There seems a consistent consensus that this response is a fairly weak contribution - C2 in the t+/C- range and for C7, in the C- range. Many expressed 'confliction' when reading this response. and the questions raised by the sample; to what extent did it really engage in theory given this is a student who has studied the course for a year, does it offer inferred evaluation, there is no attack of the question hooks, the level of non-sociological information.

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

For Criterion 2, there needed to be some form of sociological theory development and deliberate mention of sociological concepts to achieve a satisfactory 'C' rating. There was satisfactory mention of terms such as 'discrimination', but there were no real links to any theory, no mention of TWO alternate theories, nor concepts.

For Criterion 7, most were resigned to a C rating. Communication was clear and paragraphs were used, although more formal, academic language needed. The stimulus content was used, but stronger links needed to be in evidence.

### 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 - B ; C7 - B+

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

Candidate used the stimulus excerpts well, albeit there was limited extended discussion of theorists. Answered the question well, identified a range of key changes. Not entirely convincing in its treatment of theory coverage. Evaluating was lacking, preventing assessment at the higher A rating.

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

For C2, focus on polishing the definitional and intersection aspects of the institutions discussed. Building cohesion when embedding stimulus material into the argument would address the belief by moderators, that the argument was, in places, a little wayward and required increased clarity around theoretical content. Theory was included well, but evaluations were needed (limitations of theory) for an 'A' rating. More specific evidence (i.e. legislation/policy) is encouraged. For C7, stronger linking of stimulus materials and theory needed to be honed. Language and essay technique, while solid, needed greater sophistication in its articulating of concepts, sociological phraseology, and evaluative critical analysis, to secure an 'A' rating.

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

Theory was included well, but evaluation was needed (i.e. the strengths/limitations of theory) for an 'A' rating. More specific evidence (i.e. legislation/policy). Used specific theorists and concepts well. Consensus favoured that the response is a solid 'B' on Criterion 2.

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

There was general agreement that Sample 3 was the 'stronger' of the samples. While generally ('reasonably') well-structured, to secure an A rating on Criterion 7, stimulus content, while referenced, needs to be developed to establish stronger links to theory needed. Language needed greater sophistication to meet competencies as outlined in the 'A' standards. These recommendations are relatively small adjustments for a candidate of this quality.

### Planning for March Moderation 2022 - Statewide Samples

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

C1 - analyse theories about socialisation, identity construction and deviance C7 - communicate sociological ideas, information, opinions, arguments and conclusion Evidences= C1 = 1, 2, 3, 4,5,6; C7 = 1, 2, 3. C1 - Note- the meeting requested the importance that samples be clearly assigned criteria evidences to be moderated and that the relevant marking tool be attached.

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

Jill Myers (SPC), Simon Shaw (LCGS), Marco Guerzoni (GYC), Andrew French (SOC)

### Sharing Resources

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

Material were discussed and 'shown'. Simon Shaw recommended one text; details to be forwarded via email. Zoe French discussed if any strategies re approaches to stimulus application could be circulated; considerable discussion in all groups raised this as a concern, particularly in the exam context, were candidates did not

strategies that were discussed.

reference/evaluate/apply the stimulus excerpts well (if at all) in their answers. MG, SS to forward class tasks here; Marco Guerzoni recommended working paper re Media on the chatline (The Sociology of Fake News Factors affecting the probability of sharing political fake news online, Goyanes, M., and Lavin, A., (2018). Call for resources to be emailed direct to teachers (email listing of current attendees at this meeting were requested for sharing; AF and MG actioned.

Requests for the creation of a resources 'safe space' within which teachers can access to and post resource and lesson contact for sharing; this as an immediate 'go to' link to address different access barriers re TEAMS and Canvas. AF, JW to discuss further. MG raised the need to revise 'dormant' Teachers of Psychology and Sociology Association as a professional body to facilitate subject growth, mentoring of new teachers, re-establishing colleague working ties that have become increasing more fractioned given the push/favour for IT, rather than face-to-face, meetings.

### Course Support

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

Not discussed - to be guided by current course development pathways and roadmap progressions.