

Public Consultation Report 2021

Sociology

ACT Board of Senior Secondary Studies

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Sociology A/T/M

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the writing team.
- Amendments to the course have been made where required, as a result of the consultation process.

Public Consultation Report 2021

Sociology

Topic	Comment	Developers Response
	two responses	
Q1 Which school are you from?	one CE, one ED	
Q2 COURSE RATIONALE The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students.	two strongly agree	noted
Q3 COURSE GOALS The course goals are clear about the intended learning but allow flexibility.	two strongly agree	noted
Q4 Constructing Identity The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	two agree	noted
Q5 Constructing Identity The specific unit goals are clearly outlined and appropriate to the unit.	one strongly agree one agree	noted
Q6 Constructing Identity	one disagree	

Public Consultation Report 2021

Sociology

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<p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>one strong disagree</p> <ol style="list-style-type: none"> 1. The content descriptors do not indicate enough relevant theories or theorists that should specifically be included in this unit. This unit appears to have no 'core' set of ideas that should be included to ensure parity of content between schools doing this course. The degree of flexibility is very welcome, but there still needs to be some indication of the specific theories that should be covered in this unit, to enable all students to receive an education in the 'basics' of sociology 2. Further clarity or elaboration on the topics explored in this unit will help teachers (particularly new teachers) to understand the content required for this course. 	<ol style="list-style-type: none"> 1. Under the BSSS Course Design Specifications, courses do not need to be highly prescriptive. Courses are not like a syllabus, specifying exactly what must be taught. There is no expectation that all schools are delivering the same theories or case studies or examples. However, course developers have provided a range of examples for teachers to consider. The 'parity of content between schools doing this course' is not a guiding principle – teachers deliver the content descriptions as they are written, but they develop their own programs of learning to include the specifics -such as examples, case studies, reference materials. Parity is provided by the Achievement Standards and Content Descriptions. The course has been developed based on an environmental scan of curriculum for senior secondary students, research, and collaboration with a highly qualified critical friend. Teachers will use the rich variety of theories, ideas and materials available, rather than being limited to a finite set of specific theories. 2. The many examples provided will stimulate teacher thinking. Courses are written for qualified teachers. School will develop Programs of Learning that can be shared with new teachers.

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Public Consultation Report 2021

Sociology

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<p>Q7 Constructing Identity</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>two agree</p>	<p>noted</p>
<p>Q8 Understanding Difference</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>one strongly agree one agree</p>	<p>noted</p>
<p>Q9 Understanding Difference</p> <p>The specific unit goals are clearly outlined and appropriate.</p>	<p>one strongly agree one agree</p>	<p>noted</p>

Public Consultation Report 2021

Sociology

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<p>Q10 Understanding Difference</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>one strongly agree</p> <p>one strongly disagree</p> <p>1. The content descriptors do not indicate enough relevant theories or theorists that should specifically be included in this unit. This unit appears to have no 'core' set of ideas that should be included to ensure parity of content between schools doing this course. The degree of flexibility is very welcome, but there still needs to be some indication of the specific theories that should be covered in this unit, to enable all students to receive an education in the 'basics' of sociology.</p>	<p>Noted</p> <p>1. Under the BSSS Course Design Specifications, courses do not need to be highly prescriptive. Courses are not like a syllabus, specifying exactly what must be taught. There is no expectation that all schools are delivering the same theories or case studies or examples. However, developers have provided examples for teachers to consider. The 'parity of content between schools doing this course' is not a guiding principle – teachers deliver the content descriptions as they are written, but they develop their own programs of learning to include the specifics -such as examples, case studies, reference materials. Parity is provided by the Achievement Standards and Content Descriptions. The course has been developed based on an environmental scan of curriculum for senior secondary students, research, and collaboration with a highly qualified critical friend. Teachers will use the rich variety of theories, ideas and materials available, rather than being limited to a finite set of specific theories.</p>

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Public Consultation Report 2021

Sociology

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<p>Q11 Understanding Difference</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>one strongly agree</p> <p>one agree</p>	<p>noted</p>
<p>Q12 Applying Sociology</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>one strongly agree</p> <p>one agree</p>	<p>noted</p>
<p>Q13 Applying Sociology</p> <p>The specific unit goals are clearly outlined and appropriate.</p>	<p>one strongly agree</p> <p>one agree</p>	<p>noted</p>
<p>Q14 Applying Sociology</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>one strongly agree</p> <p>one strongly disagree</p> <p>1. The content descriptors do not indicate enough relevant theories or theorists that should specifically be included in this unit. This unit</p>	<p>Noted</p> <p>Under the BSSS Course Design Specifications, courses do not need to be highly prescriptive. Courses are not like a syllabus, specifying exactly what must be taught. There is no expectation that all schools are delivering</p>

Public Consultation Report 2021

Sociology

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	<p>appears to have no 'core' set of ideas that should be included to ensure parity of content between schools doing this course. The degree of flexibility is very welcome, but there still needs to be some indication of the specific theories that should be covered in this unit, to enable all students to receive an education in the 'basics' of sociology.</p>	<p>the same theories or case studies or examples. However, developers have provided examples for teachers to consider. The 'parity of content between schools doing this course' is not a guiding principle – teachers deliver the content descriptions as they are written, but they develop their own programs of learning to include the specifics -such as examples, case studies, reference materials. Parity is provided by the Achievement Standards and Content Descriptions. The course has been developed based on an environmental scan of curriculum for senior secondary students, research, and collaboration with a highly qualified critical friend. Teachers will use the rich variety of theories, ideas and materials available, rather than being limited to a finite set of specific theories.</p>
<p>Q15 Applying Sociology The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>one strongly agree one agree</p>	<p>noted</p>
<p>Q16 Structure and Agency</p>	<p>one strongly agree one agree</p>	<p>noted</p>

Public Consultation Report 2021

Sociology

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<p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>		
<p>Q17 Structure and Agency The specific unit goals are clearly outlined and appropriate.</p>	<p>one strongly agree one agree</p>	<p>noted</p>
<p>Q18 Structure and Agency The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>one strongly agree one strongly disagree 1. A unit devoted to 'applied Sociology' is a good idea, however the actual specific content of this unit is unclear, and there is concern that this unit will overlap too much with the other three units. All Sociology studies involve applying sociological theories - this is a standard aspect of teaching Sociology. For instance, if in Understanding Difference the students study theories of racism, and to learn this they apply these theories to current social issues such as immigration, would this therefore mean they could not study these theories and issues in Applying Sociology? And would that not mean that Applying Sociology can only involve applying sociological theories to topics not yet covered in the preceding units? Therefore, what is the core content of this unit?</p>	<p>noted</p> <p>1. Applied Sociology is intended to introduce students to more specific contexts and applications of Sociological understandings in support of people, such as Criminology, Health Sociology etc. It is intended to extend their more general understanding to applying theory to the particular. Within these course design specifications, teachers do have a responsibility to avoid substantial duplication and as they plan the two-year course, they will reserve the study of particular phenomenon, institutions, policy domains or contexts to this unit. Teachers will select one or two particular domains for close study in this unit. Sociological theories are often applied differently by different scholars to different contexts. The debate and analysis is constantly extending and evolving. It is not expected that a key sociological idea will be isolated to only one unit, but rather the students' understandings of those theories be</p>

Public Consultation Report 2021

Sociology

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		deepened and extended by an idea's use in an increasing number of contexts.
Q19 Structure and Agency The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	one strongly agree one agree	noted
Q20 Independent Study The unit description clearly explains the purpose of an Independent Study.	one strongly agree one agree	noted
Q21 Independent Study The specific unit goals are clearly outlined sufficiently	one strongly agree one disagree	Noted 1. As with other courses developed under BSSS Design Specifications, an Independent Study unit is governed

Public Consultation Report 2021

Sociology

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flexible for developing an Independent study.	1. There is not enough included about what the actual end product of an Independent Study should be - what forms of research are permitted, how they should be written up, and to what kind of audience they should be aimed at.	by the same conditions as the other units in the course. The Independent Study unit is subject to the Achievement Standards and Assessment Task Type Table as detailed in the Framework and the course itself. Student and teacher will negotiate the production aspects of the study with the requirements of Achievement Standards and Content Descriptions in mind. Ethical research guidelines are being developed.
Q22 Independent Study The content descriptions clearly elaborate on the unit description and the specific unit goals for developing an Independent study.	one strongly agree one agree	noted
Q23 Independent Study The content descriptions allow flexibility and sufficient guidance about what is to be taught.	one strongly agree one agree	noted
Q24 Independent Study The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	one strongly agree one agree	noted

Public Consultation Report 2021
Sociology



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