

ACT Board of Senior Secondary Studies

Public Consultation Report 2020

Shape Paper: 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 Shape Paper writing team.
- Amendments to the Shape Paper have been made where required, as a result of the consultation process.

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Topic	Comment	Course Development Team Response
Q1 Which school are you from?	two responses from one school, two ED	
Q2 Shape Paper Background The background provides a clear sense of the disciplinary, systemic and national parameters under which the course will be written.	1 strongly agree 1 agree 2.1 The Ron Stone (2017) quote obscures rather than explains the complexity of sociology. Michael Burawoy's (2005) characterisation of professional, critical, policy and public sociological knowledge gives a clearer framework to uncomplicate the nature and projected outcome of sociological studies. Raewyn Connell (2017) also addresses the value of sociology as a pre-eminent reflective knowledge that assesses economic, historic and political fables. Sociology as an empirical science is a truth teller. Sociology as seen by its founder Auguste Comte is that of social physics. In my opinion, to produce 21 century skilled individuals, meta courses that examine a multitude of disciplines and critically evaluate their connections is necessary. The background make this more apparent rather than obscure.	2.1 The developers will consider the reference and definition. The developers will go with Connell.
Q3 COURSE GOALS The "Aims of the Psychology Curriculum" is clear about the intended learning and priorities, yet allows for flexibility.	2 agree 3.1 Yes, but an introduction to sociology is lacking. Arguable this can be created in one of the units listed however this is most likely to be at the cost of learning methodology.	3.1 It is intended that the learning of methodology be embedded in the analysis of research and the production of analyses in all units. The design specifications require that the units be deliverable in any order, so an introductory unit is only included if there are significant requirements for prerequisites, such as WHS reasons. Those reasons are not present in this course.
Q4 The rationale for the course and unit structure is	2 agree no comments	

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<p>well-explained and well-justified</p>		
<p>Q5 The proposed units are conceptually distinct</p>	<p>1 agree 1 disagree</p> <p>5.1 There is significant potential and real overlap between Constructing Identity and Understanding Difference. A unit on culture, cultural development, influence, and impact would be a significant improvement.</p>	<p>5.1 These have been endorsed by the expert friend as having conceptual distinctiveness and significance in the discipline. The focus on particular themes and contexts will further differentiate the units.</p>
<p>Q6. The unit descriptions are clear and provide for innovative approaches</p>	<p>1 strongly agree 1 disagree</p> <p>6.1 A introduction and research methodology is lacking. 6.2 While the first two units are written to highlight different examples. the potential for overlap means they are not as clear as they could be.</p>	<p>6.1 It is intended that the learning of methodology be embedded in the analysis of research and the production of analyses in all units. The design specifications require that the units be deliverable in any order, so an introductory unit is only included if there are significant requirements for prerequisites, such as WHS reasons. Those reasons are not present in this course.</p> <p>6.2 These have been endorsed by the expert friend as having conceptual distinctiveness and significance in the discipline. The focus on particular themes and contexts will further differentiate the units.</p>
<p>Q7 "Considerations", situates the course clearly in relation to curriculum priorities</p>	<p>1 agree 1 skipped</p> <p>7.1 The emphasis on values and altruism moves sociology from a science to a citizenship program. It cheapens the rich scientific method and complexity of the subject. Students are able to be active, informed community members who are also academic and compassionate without being empathetic, moral, appreciative or celebratory.</p>	<p>7.1 This section of the Shape Paper cites connections to the systemic documents and priorities. The developers highlighted these connections among the many general capabilities developed and benefits of studying Sociology. The developers will consider adding others to that section.</p>

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Q8 This proposed course is distinct from other BSSS accredited courses.	2 agree The current shape has moved sociology from a science, to a moral development program. Change it back.	8.1 Thank you for that observation. The developers will consider the feedback.

DRAFT