

# Sociology

Victorian Certificate of Education Study Design

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Latoya BARTON  
*The sunset* (detail)  
from a series of twenty-four  
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK  
*Visage* (detail)  
201.0 x 170.0 cm  
synthetic polymer paint, on cotton duck



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, clear glaze, lustres



Nigel BROWN  
*Untitled physics* (detail)  
90.0 x 440.0 x 70.0 cm  
composition board, steel, loudspeakers,  
CD player, amplifier, glass



Kate WOOLLEY  
*Sarah* (detail)  
76.0 x 101.5 cm, oil on canvas



Chris ELLIS  
*Tranquility* (detail)  
35.0 x 22.5 cm  
gelatin silver photograph



Christian HART  
*Within without* (detail)  
digital film, 6 minutes



Kristian LUCAS  
*Me, myself, I and you* (detail)  
56.0 x 102.0 cm  
oil on canvas



Merryn ALLEN  
*Japanese illusions* (detail)  
centre back: 74.0 cm, waist (flat): 42.0 cm  
polyester cotton



Ping (Irene) VINCENT  
*Boxes* (detail)  
colour photograph



James ATKINS  
*Light cascades* (detail)  
three works, 32.0 x 32.0 x 5.0 cm each  
glass, fluorescent light, metal



Tim JOINER  
*14 seconds* (detail)  
digital film, 1.30 minutes



Lucy McNAMARA  
*Precariously* (detail)  
156.0 x 61.0 x 61.0 cm  
painted wood, oil paint, egg shells, glue, stainless steel wire

Accredited by the Victorian Registration and Qualifications Authority  
Level 6, 35 Spring Street, Melbourne, Victoria 3000

Developed and published by the Victorian Curriculum and Assessment Authority  
41 St Andrews Place, East Melbourne, Victoria 3002

This completely revised and accredited edition published 2011.

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Edited by Ruth Learner  
Cover designed by Chris Waldron of BrandHouse  
Desktop published by Julie Coleman

Sociology

ISBN 978-1-921702-56-3

# Contents

<b>5</b>	<b>Important information</b>
<b>7</b>	<b>Introduction</b>
	Scope of study
	Rationale
<b>8</b>	Aims
	Structure
	Entry
	Duration
	Changes to the study design
<b>9</b>	Monitoring for quality
	Safety and wellbeing
	Use of information and communications technology
	Employability skills
	Legislative compliance
<b>10</b>	<b>Assessment and reporting</b>
	Satisfactory completion
	Authentication
	Levels of achievement
<b>12</b>	<b>Unit 1: Youth and family</b>
	Areas of study and Outcomes
<b>15</b>	Assessment
<b>16</b>	<b>Unit 2: Social norms: breaking the code</b>
	Areas of study and Outcomes
<b>19</b>	Assessment
<b>20</b>	<b>Unit 3: Culture and ethnicity</b>
	Areas of study and Outcomes
<b>23</b>	Assessment
<b>25</b>	<b>Unit 4: Community, social movements and social change</b>
	Areas of study and Outcomes
<b>28</b>	Assessment
<b>30</b>	<b>Advice for teachers</b>
	Victorian Essential Learning Standards (VELS)
<b>33</b>	Employability skills
<b>35</b>	Developing a course
<b>37</b>	Suitable resources
	Learning activities

## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2012–2016

The accreditation period commences on 1 January 2012.

### **Other sources of information**

The *VCAA Bulletin VCE, VCAL and VET* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin VCE, VCAL and VET*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin VCE, VCAL and VET*. The *VCAA Bulletin VCE, VCAL and VET* is sent in hard copy to all VCE providers. It is also available as an e-newsletter via free subscription on the Victorian Curriculum and Assessment Authority's website at: <[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)>.

To assist teachers in assessing School-assessed Coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes online an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The companion document to the assessment handbook 'Administrative Procedures for Assessment in VCE Studies' is available on the Victorian Curriculum and Assessment Authority's website at: <[www.vcaa.vic.edu.au/vce/generaladvice/index.html](http://www.vcaa.vic.edu.au/vce/generaladvice/index.html)>.

The current *VCE and VCAL Administrative Handbook* contains essential information on assessment processes and other procedures.

### **VCE providers**

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.

# Introduction

## **SCOPE OF STUDY**

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

In VCE Sociology students are encouraged to question their assumptions and to reflect on their understandings and ideas about social relations. Understanding society from a sociological perspective involves the use of what the sociologist C. Wright Mills (in 1959) described as a sociological imagination, that is, a constantly critiquing mindset.

Sociology draws on scientific method in the exploration of social relationships and the outcomes of social activities. The scientific method is a systematic process applied to research questions and problems in an attempt to achieve objective observation, collection and analysis of data. Sociologists work to develop a reliable and valid body of knowledge based on research. In doing so, they adhere to various ethical codes of conduct. The primary goal of research ethics is to protect the wellbeing of the groups and individuals with whom sociologists work. There are many different ways that students can gather information for analysis in the course of their study, such as case studies, surveys and participant observation. As students gather and use sources of evidence, they explore and apply the Australian Sociological Association's guidelines for conducting research.

## **RATIONALE**

The study of VCE Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how the parts of society are interrelated, in addition to the causes and impacts of social change.

VCE Sociology provides valuable knowledge and skills for participation in everyday life. It develops a capacity for detailed observation of social patterns and group behaviour, and encourages students to become aware of and to think about daily life and activities from a sociological perspective. This study broadens students' insights into key sociological frameworks and social institutions, enabling them to pursue further formal study at a tertiary level or in vocational education and training settings.

The study of Sociology can lead to work with social groups and social processes, such as in culture resource management and community development, or work with minority and ethnic groups. It can lead to work in fields that address issues such as crime and substance abuse, youth and family matters, industrial relations, social justice and social issues related to health care. Finally, Sociology develops widely applicable skills of social research: developing surveys, collecting data, and conducting interviews and fieldwork, including the analysis, interpretation and presentation of the information collected.

## **AIMS**

This study enables students to:

- understand the nature of sociology as a study of human groups and social behaviour
- apply key sociological concepts, theories and methods to social life in Australian society and global contexts
- develop an understanding of social institutions and change through comparative perspectives
- develop a capacity to undertake analysis and evaluation from a sociological perspective
- develop social awareness and an ability to contribute to contemporary debate.

## **STRUCTURE**

The study is made up of four units.

Unit 1: Youth and family

Unit 2: Social norms: breaking the code

Unit 3: Culture and ethnicity

Unit 4: Community, social movements and social change

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## **ENTRY**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## **DURATION**

Each unit involves at least 50 hours of scheduled classroom instruction.

## **CHANGES TO THE STUDY DESIGN**

During its period of accreditation minor changes to the study will be announced in the *VCAA Bulletin VCE, VCAL and VET*. The *VCAA Bulletin VCE, VCAL and VET* is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin VCE, VCAL and VET*.

## MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of VCE Sociology to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified if they are required to submit material to be audited.

## SAFETY AND WELLBEING

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

During the course of this study, students may undertake primary research. There are many areas of ethical concern when undertaking research, including the need for professional integrity, recommendations to protect research participants and the responsibilities of student researchers. The Australian Sociological Association (TASA) has established a formal set of ethical guidelines for conducting research, which can be found at: [www.tasa.org.au/ethical-guidelines/](http://www.tasa.org.au/ethical-guidelines/). The following recommendations are particularly important for the study of VCE Sociology:

- Treating participants with respect
- Putting methods in place to prevent harm to participants
- Establishing informed consent procedures, including making explicit the purpose, nature and implications of the study
- Ensuring participants are aware of their rights, including voluntary participation and withdrawal rights
- Ensuring the confidentiality and/or anonymity of participants
- Reporting results honestly
- Debriefing participants and making the results available to the participants.

The Commonwealth Office of the Privacy Commissioner at: [www.privacy.gov.au](http://www.privacy.gov.au) is an information and advice portal, and includes information on privacy principles and the Privacy Act.

## USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology (ICT) where appropriate and applicable to the teaching and learning activities.

## EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop employability skills. The ‘Advice for teachers’ section provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

## LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

# Assessment and reporting

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the 'Advice for teachers' section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current *VCE and VCAL Administrative Handbook* for authentication procedures.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In VCE Sociology students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report students' level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Sociology are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

# Unit 1: Youth and family

This unit uses sociological methodology to explore the social categories of youth and adolescence and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of its composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

Area of Study 1 explores the way youth and adolescence are constructed as social categories, in the light of differing experiences of young people. There is a range of potential negative impacts of categorisation, including stereotyping, prejudice and discrimination.

Students explore how and why the experience of being young differs across time and space. They examine the tension between a perceived need to define categories of youth and adolescence, for example, for the purposes of government policy response to issues, and the potential negative impacts of homogenous categorisation, such as stereotypes of young people in a context characterised by a rich diversity in the ways young people live.

In Area of Study 2, students investigate the social institution of the family. There is a range of theoretical approaches used by sociologists to explain the purpose and experiences of family life, including functionalist and feminist approaches. Factors such as globalisation, feminism, individualism, technology, changes in the labour market, and government policies have been identified as influencing the traditional view of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life.

Students draw on quantitative and qualitative sources in their study. These sources may be drawn from secondary sources and from primary research undertaken by the student. The Safety and Wellbeing section on page 9 contains advice for the conduct of primary research.

## **AREA OF STUDY 1**

### **Category and experience of youth**

In this area of study students are introduced to the discipline of sociology and the nature of sociological inquiry through the study of youth. This includes an introduction to the sociological imagination as a mindset that is constantly critiquing, asking questions such as ‘Is it possible to be objective?’, ‘Where is the evidence?’ and ‘Are there other ways to understand this?’

The experience of being young has varied across time as well as across space, with the experience of being young in a small rural environment, for example, differing from that of being young in a large city. Nevertheless youth and adolescence are commonly thought of as social categories, for example for the purposes of advertising and government policy.

In their exploration of youth, students consider illustrative examples from Australia and, where useful in providing a comparative perspective, examples from other societies. Students consider youth cultures and the meanings attributed to young people's music and dress, and the way young people use physical public space as well as information-based cyber space.

Students examine how Australians have thought about youth and adolescence as social categories, and the range of experiences of young people. They consider the factors that influence different experiences. They examine how social categories are used to convey ideas about young people and how the definitions of these categories have changed over time. They explore the concept of homogeneity through whether or not all young people by virtue of their age share common experiences, interests, characteristics and values.

Further, students investigate emergent demographic trends in the context of sustainability. They consider the implications of different attitudes to environmental sustainability for fairness of access to resources across generations, and social sustainability in terms of moral obligations to further generations, for example in areas of human rights, labour rights and corporate citizenship.

### **Outcome 1**

On completion of this unit the student should be able to describe the nature of sociological inquiry and discuss in an informed way youth and adolescence as social categories.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### *Key knowledge*

- the nature of sociological inquiry:
  - how sociologists study human behaviour
  - the meaning and use of theory/perspectives
  - how the study is a social science
- the definition of social categories and their place in sociological discourse
- the social categories of youth and adolescence and how their definitions have changed over time
- factors leading to differences in the experience of being young:
  - ethnicity, age, class, rural/urban location, gender and other social differences
  - unemployment, education, demographic shifts, intergenerational inequity and use of new technologies
  - attitudes to environmental and social sustainability
  - cultural formations such as in dress, music and media
- reasons for categorisation of youth and consequences of homogenous thinking about youth and adolescence, including stereotyping, prejudice and discrimination.

#### *Key skills*

- gather and use a wide range of relevant source material
- evaluate sources and critically reflect on their own and others' approaches to understanding the social world
- apply a range of relevant concepts

- describe the nature of sociological inquiry
- define social categories and their place in sociological discourse
- identify key factors that have contributed to the changing definitions of youth and adolescence as social categories over time
- identify and explain factors leading to different experiences of being young
- explain why youth may be categorised and the potential impacts of homogenous thinking about youth.

## AREA OF STUDY 2

### The family

This area of study explores different definitions of the family and how families have changed over time. Students consider definitions of family in its various forms, including nuclear, extended and blended families. They are introduced to comparative perspectives as a methodology in sociology. They apply this perspective to the experience of family and consider a range of experiences of family life that can be found in different cultures, as well as considering key influences on family life and family as a social institution. As students investigate issues arising from homogenous thinking about families, they may relate this to functionalist and feminist views of the family.

This exploration of the family may involve questions such as: What varieties of family forms are found in different cultural groups? Is there a single universal family type called the nuclear family? What role does family play as a social institution in terms of influencing the values and behaviours of family members? Students explore issues around traditional and non-traditional forms of the family and gender roles within the family.

Students explore key developments influencing contemporary family life, for example, divorce rates, changing gender roles, the growth in single parent families and childless households. They explore why ‘the family’ is a controversial issue in public debates, and why governments develop policy about families.

### Outcome 2

On completion of this unit the student should be able to analyse the institution of family.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### Key knowledge

- the sociological concept of an institution
- definitions of family in its various forms, including the nuclear family, single parent family, cohabitation, same-sex attracted parenting, extended family and blended family
- functionalist and feminist views of family
- comparative perspectives as a methodology in sociology, including the experience of family life and the changing role of family members in Australia compared with family life in different cultures
- the influences of key demographic, cultural, economic, technological and social developments on the ways people create and experience family life and on the place and role of family as a social institution
- issues concerning homogenous thinking about families such as stereotyping
- the impact of government policy on family, for example paid parental leave, childcare benefits, carers’ payments, and Austudy.

### *Key skills*

- gather and use a variety of relevant source material
- evaluate sources and critically reflect on their own and others' approaches to understanding the social world
- define and apply a range of relevant concepts
- explain the functionalist and feminist views of family
- explain comparative perspectives as a methodology in sociology and apply it to the analysis of family
- analyse how key developments have changed the experience of family and its role as a social institution
- identify the impact of government policies on family.

### **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study.

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are selected from the following:

- an interview and a report
- an essay
- a research report
- a test
- a written report
- a film analysis
- a representation analysis
- a review of youth or family specific journals or magazines
- an annotated media file
- a multimedia presentation.

## Unit 2: Social norms: breaking the code

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and socioeconomic status.

In Area of Study 1 students explore the concept of deviance. There are different explanations of what constitutes deviant behaviour. Generally, it is defined as involving actions that are considered to be outside the normal range of behaviour according to the majority of members of a society. Students investigate the functionalist, interactionist and social control theories of deviance.

Students also explore the phenomenon known as moral panic. This refers to the belief that a subculture or group poses a threat to the social values and culture of broader society. The event is often presented in a stereotypical fashion by the mass media.

In Area of Study 2, students investigate crime and punishment. They explore patterns of crime and consider the significance of a range of factors, such as class, gender, age and race/ethnicity. Students explore different methods of punishment and the extent to which each of these methods serves its aims.

### AREA OF STUDY 1

#### Deviance

This area of study focuses on the concept of deviance, including how what is considered deviant may differ according to age and social status and across time and space. Students learn about the meaning of deviance, how sociologists explain deviant behaviour and the impact of moral panic on those considered deviant.

Students explore three perspectives that sociologists have established to explain deviance: Emile Durkheim's functionalist theory, Travis Hirschi's elaboration of social control theory and the interactionist theory as developed by Howard S. Becker.

Students develop an understanding of moral panic, that is, the intensity of feeling expressed in a population about an issue that appears to threaten the social order. Commonly, moral panics relate to the behaviours of young people and sometimes this can be associated with behaviour or activities identified as deviant.

**Outcome 1**

On completion of this unit the student should be able to analyse a range of sociological theories explaining deviant behaviour and the impact of moral panic on those considered deviant.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

*Key knowledge*

- the concept of deviance as a relative concept and the relationship between norms (social codes) and crime
- Emile Durkheim's functionalist theory of deviance and its four roles of deviance:
  - affirming society's cultural norms and values
  - clarification of a society's moral boundaries
  - the unification of others in society
  - encouraging social change
- the social control theory of deviance:
  - the meaning of the concepts of norms and social control
  - Travis Hirschi's (1990) four factors that contribute to the likelihood of deviance: attachment, commitment, involvement and belief
- Howard Becker's interactionist theory of deviance involving the meaning and process of labelling
- similarities and differences between the functionalist, social control and interactionist theories of deviance
- the meaning of the phenomenon of moral panic and its impact on individuals and groups considered deviant.

*Key skills*

- gather and use a variety of relevant source materials
- evaluate sources and critically reflect on their own and others' approaches to understanding the social world
- define key sociological concepts and use them appropriately
- explain the functionalist, social control and interactionist theories of deviance
- compare and contrast the functionalist, social control and interactionist theories of deviance
- analyse the impact of moral panic on individuals and groups considered deviant.

**AREA OF STUDY 2****Crime**

In this area of study students develop an understanding of the concept of crime. They learn that crime and its definition are shaped by a community's sense of what is considered right and wrong. Some sociologists take a broader view of the definition of crime and include acts that harm other individuals or the environment. There are several categories considered by sociologists to be criminal in nature; these include crimes against the person, crimes against property, victimless crime, white-collar crime and corporate crime. Students use Australian data to examine and analyse crime rates and consider the various factors that may contribute to people committing crimes.

Students examine the aims and rationales of methods of punishment received within Australian society: retribution, deterrence, rehabilitation and societal protection. Each of these rationales for punishment aims to shape the behaviour of the offender and/or the behaviour of members of society. Methods of punishment include sentencing and restorative justice. Students explore how effectively these achieve the aims of punishment and, through this, shape human behaviour.

### **Outcome 2**

On completion of this unit the student should be able to discuss crime in Australia and evaluate the effectiveness for shaping human behaviour of methods of punishment in the judicial system.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### *Key knowledge*

- the sociological concept of crime, including crimes against the person, crimes against property, victimless crime, white-collar crime and corporate crime
- Australian data related to crime rates, including age, gender, socioeconomic status and ethnicity
- a range of factors that lead people to commit crimes, including poverty, addiction, abuse, and rebellion
- the sociological concept of punishment, including the aims of punishment: retribution, deterrence, rehabilitation and societal protection
- the nature of sentencing and restorative justice as methods of punishment
- the effectiveness of sentencing and restorative justice in achieving the aims of punishment and, through these, the shaping of human behaviour.

#### *Key skills*

- define the concepts of crime and punishment
- describe a range of factors that lead people to commit crimes
- analyse crime data in Australian society and identify differences according to age, gender, socioeconomic status and ethnicity
- evaluate the effectiveness of sentencing and restorative justice in achieving the aims of punishment and, through these, the shaping of human behaviour
- gather and use a range of quantitative and qualitative source material
- evaluate sources and critically reflect on their own and others' approaches to understanding the social world.

### **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study.

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are selected from the following:

- a representation analysis
- an essay
- a report
- a media report
- a research report
- a multimedia presentation
- an extended response
- a film analysis.

## Unit 3: Culture and ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Culture and ethnicity refer to groups connected by shared customs, culture or heritage. Students learn how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.

Area of Study 1 involves a critical exploration of the historical suppression of, and increasing public awareness of, Australian Indigenous culture. This requires some knowledge of the past and its influence on subsequent generations, as well as knowledge of contemporary factors that may be supporting and/or limiting increasing awareness of Australian Indigenous culture. Indigenous and non-indigenous perspectives and responses are integral to the area of study.

Ethnicity is investigated in Area of Study 2. Ethnicity is a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of an ethnic category based on common heritage, language or religion that gives them a unique social identity. The category is often used in contrast to the concept of race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race.

Students develop an understanding of a variety of challenges that need to be considered when investigating experiences of ethnic identity. For example, the way that a group sees itself might not correspond to the way that outsiders see it. Sometimes observers place people into broad ethnic categories, which do not correspond with the views of individual group members. In addition, ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political and social forces.

### AREA OF STUDY 1

#### **Australian Indigenous culture**

In this area of study students explore the meaning of culture and the distinction between material and non-material culture.

Australian Indigenous cultures are diverse and are comprised of a range of symbols, languages, values and norms. The term ‘Australian Indigenous culture’ is used in this study design to encompass this range. As students explore the meaning of culture and non-material and material culture, they consider examples from Victorian Koorie culture and wider Australian Indigenous culture.

Students become familiar with the concept of sociological imagination, including historical and anthropological sensitivities and the use of critical thought. All of these sensitivities aid in the process of examining stereotypes and representations of Australian Indigenous culture. Students analyse representations of Australian Indigenous culture through consideration of ethnocentrism and cultural relativism. They critically investigate historical and contemporary representations found in the media and other public forums that claim to be or could be interpreted as culturally relativist, and representations that claim to be or could be interpreted as ethnocentric. Students consider the implications of these ways of representing Australian Indigenous culture for building awareness of and perception of the culture.

In the past, the suppression of Australian Indigenous culture was widespread. Nevertheless Australian Indigenous people have worked to protect and ensure the survival of their culture. Students consider a range of significant examples from Victoria and other areas of Australia that highlight this suppression and Australian Indigenous responses to it.

Students consider contemporary factors that are supporting and/or limiting the increasing public awareness and perception of Australian Indigenous culture. As students explore these factors they consider both Indigenous and non-Indigenous people or groups who have been or are active in these areas. Where relevant, they consider connections between the factors.

### **Outcome 1**

On completion of this unit the student should be able to analyse and evaluate changes in public awareness and perception of Australian Indigenous culture.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### *Key knowledge*

- the meaning of culture and its major components: non-material culture and material culture
- the sociological imagination and its connection to the study of culture:
  - the meaning of sociological imagination
  - the distinction between ethnocentrism and cultural relativism
- a range of historical and contemporary representations of Australian Indigenous culture that could be interpreted as ethnocentric and/or culturally relativistic representations
- implications of different ways of representing Australian Indigenous culture for building awareness and perception of the culture
- the historical suppression of Australian Indigenous culture through protection, segregation, assimilation and integration policies, and Australian Indigenous responses to this suppression
- national and international factors that have supported and/or limited the increasing public awareness and perception of Australian Indigenous culture, including Reconciliation, the Redfern Park speech, government policy and subsequent contested public discourse (NT Intervention 2007 and onwards), the Apology (2008) and the UN Declaration on the Rights of Indigenous Peoples.

#### *Key skills*

- explain the meaning of culture and its major components
- define the sociological imagination and explain its connection to the study of culture
- analyse representations of Australian Indigenous culture
- evaluate the implications of ethnocentric and cultural relativist representations of Australian Indigenous culture for raising awareness of that culture

- apply relevant national and international factors to analysis of representations of Australian Indigenous culture
- construct an overview of the historical suppression of Australian Indigenous culture
- explain and apply sociological concepts
- source and evaluate relevant evidence
- use a range of relevant evidence to support observations and analysis
- critically reflect on their own and others' approaches to understanding the social world
- synthesise evidence to draw conclusions.

## AREA OF STUDY 2

### Ethnicity

In this area of study students examine the sociological concepts of race and ethnicity. They apply the concepts of ethnocentrism and cultural relativism to consider the concept of the 'other' in the context of ethnicity. The 'other' is a construction of fundamental difference between people or groups that can arise from an ethnocentric view. Often this difference may be more perceived than real in that judgments are projected onto different groups from one cultural viewpoint. Cultural relativism tries to avoid this by attempting to analyse societies in relation to their own culture.

Students explore the ways that cultural identity is formed and experienced by Australian immigrant groups, as shaped by various material and non-material aspects of culture such as faith, tradition and customs. These immigrant groups may include descendants of early immigrants, for example from Britain or China, or include more recent wider immigration. Students learn about hybridity, a key sociological theory related to the study of ethnicity, that attempts to encapsulate the sense of ethnic diversity seen in dual or multiple cultural identities.

Students investigate Australia's ethnic diversity and how social institutions respond to ethnic diversity at the local, state and national level, with at least one illustrative example for each level, such as the Australian Human Rights Commission (national), Victorian Multicultural Commission (state) and a local institution, for example a local ethnic support group.

Students consider the ethical implications of conducting research on human subjects in the context of research into ethnic groups. Students' analyses of specific ethnic groups may be drawn from secondary sources and/or from primary research undertaken by the student. The Safety and Wellbeing section of this study design on page 9 contains advice for the conduct of primary research.

### Outcome 2

On completion of this unit the student should be able to identify and analyse experiences of ethnicity within Australian society.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### *Key knowledge*

- the nature and meaning of the sociological concepts of race and ethnicity
- the concepts of ethnocentrism, cultural relativism and the 'other'
- the nature of the theory of ethnic hybridity, as informed by Stuart Hall, and its connection to experiences of ethnicity
- Australia's ethnic diversity compared with other developed countries

- the social, political and economic impact of immigration, assimilation and multiculturalism as opposing policy positions
- how social institutions at the local, state and national level engage with and respond to the needs of ethnic groups
- the experience of a specific ethnic group with reference to relevant sociological concepts and theory:
  - how the ethnic group identifies itself
  - an overview of the non-material and material culture unique to the group
  - cultural activities unique to the group
  - challenges experienced by the group, methods used to address them and the outcome of this intervention
- the nature of ethical methodology with reference to voluntary participation, informed consent, privacy and the confidentiality of data.

#### *Key skills*

- explain and apply sociological concepts
- explain the theory of ethnic hybridity
- outline Australia's ethnic diversity through the use of comparative methodology
- analyse the social, political and economic impact of immigration
- explain how social institutions engage with and respond to the needs of ethnic groups
- analyse the experience of a specific ethnic group with reference to relevant sociological concepts and theory
- explain the nature of ethical methodology, including voluntary participation, informed consent, privacy and the confidentiality of data
- apply ethical methodology to source relevant evidence
- source and use a range of relevant evidence to support observations and analysis
- evaluate sources and critically reflect on their own and others' approaches to understanding the social world
- synthesise evidence to draw conclusions.

### **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

#### **Assessment of levels of achievement**

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.

*Contribution to final assessment*

School-assessed Coursework for Unit 3 will contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

**School-assessed Coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published online by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where teachers provide a range of options for the same assessment task, they should ensure that the options are of comparable scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Analyse and evaluate changes in public awareness and perception of Australian Indigenous culture.	50	One or more of the following: <ul style="list-style-type: none"> <li>• an analysis of text-based or visual representation/s</li> <li>• a multimedia presentation</li> <li>• a report</li> <li>• a test</li> <li>• an extended response</li> <li>• a film analysis.</li> </ul>
<b>Outcome 2</b> Identify and analyse experiences of ethnicity within Australian society.	50	One or more of the following: <ul style="list-style-type: none"> <li>• an analysis of text-based or visual representation/s</li> <li>• a multimedia presentation</li> <li>• a research report</li> <li>• a test</li> <li>• an extended response.</li> </ul>
<b>Total marks</b>	<b>100</b>	

\*School-assessed Coursework for Unit 3 contributes 25 per cent.

# Unit 4: Community, social movements and social change

In this unit students explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced. They examine the relationship between social movements and social change. In Area of Study 1 students examine the changing definitions and experiences of community and the challenges posed by political, social, economic and technological change. Students examine a range of theoretical understandings of the concept of community with particular reference to the theories of Tonnies and Castells.

In Area of Study 2 students investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

## AREA OF STUDY 1

### Community

Sociologists refer to the concept of community as a group of people who share social relationships through being geographically close to each other and/or being in regular contact with each other, and through having similarities such as mutual interests or shared ideology. In this area of study, students explore community in general as well as a through a detailed case study of a specific community. The specific community may be located within Australia and/or overseas. The impact of information and communications technology is considered, such as the Internet, social media and mobile devices, as well as a range of other factors.

Students evaluate a specific community experience with reference to the theories of Ferdinand Tonnies and Manuel Castells. Data may be drawn from secondary sources and/or from primary research undertaken by the student. The Safety and Wellbeing section of this study design on page 9 contains advice for the conduct of primary research.

### Outcome 1

On completion of this unit the student should be able to explain the experience of community and analyse and evaluate a specific example with reference to the theories of Tonnies and Castells.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

*Key knowledge*

- the meaning and history of the concept of community, including the theory of Ferdinand Tonnies
- the nature of Manuel Castells' theory of network society and its connection to modern forms of community
- the experience of community generally:
  - factors that help maintain, weaken and strengthen a sense of community that is supportive and inclusive and at the same time obstructive and exclusionary
  - the impact of information and communications technology
  - the effects of economic, social, political and environmental changes
- the experience of a specific community:
  - factors that have helped maintain, weaken and strengthen a sense of community
  - the impact of information and communications technology on community experience
  - economic, social, political and environmental changes that have affected the experience of community
  - the sense of community from different perspectives within the community
  - the nature of the community experience, with reference to the theories of Tonnies and Castells.

*Key skills*

- explain and apply sociological concepts
- identify and explain the factors that help to maintain, weaken and strengthen a sense of community
- analyse the impact of information technology on the experience of community
- analyse the impact of economic, social, political and environmental changes on the experience of community
- explain why sense of community can vary within a community
- evaluate the nature of community experience with reference to the theories of Tonnies and Castells
- critically reflect on their own and others' approaches to understanding the social world
- apply ethical methodology to source and use a range of relevant evidence to support observations and analysis
- synthesise evidence to draw conclusions.

**AREA OF STUDY 2****Social movements and social change**

In this area of study students investigate the concept of power used by sociologist Max Weber. Weber claimed that every society is based on power, which he defined as the ability to achieve desired ends despite resistance from others. Those individuals and groups within society who have adequate power are seen as possessing equality, whereas those who are denied power are seen as experiencing inequality.

Students investigate the meaning, nature and purpose of social movements and how they influence social change. They learn about four types of social movements: alternative, redemptive, reformative and revolutionary, and their characteristics. They investigate theories as to why social movements arise, including the deprivation theory, which asserts that social movements seeking change arise among people who feel unjustly treated, particularly in economic conditions. New social movements theories, however, assert that people who join social movements are motivated by quality of life issues rather than economic concerns. Students also learn about the stages of a social movement.

Students investigate two specific social movements, including an environmental movement. The environment movement is characterised by particular causes. Students should select a cause and then study one or more groups associated with that cause. The social movements selected for study may be operating at a local, national or international scale. Although the social movements may have a history they should be examined in their current context and be at a stage where their impact on social change has been commented on in a range of sources.

### **Outcome 2**

On completion of this unit the student should be able to analyse the nature of social movements and evaluate their influence on social change.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### *Key knowledge*

- the concepts of social movement and social change
- the nature of social movements:
  - alternative, redemptive, reformative and revolutionary types of social movements
  - the deprivation and new social movements theories of how social movements come into being
  - the stages in social movements of emergence, coalescence, bureaucratisation and decline
  - how power is used by a social movement and its opposition
  - influences of social movements on social change, with consideration of what was changed and who was changed
- the nature of specific social movements, including an environmental movement and one other movement:
  - the social movement as alternative, redemptive, reformative or revolutionary
  - how the social movement came into being, from deprivation and new social movement theory perspectives
  - the current stage of the social movement
  - how power is exercised by the social movement and its opposition
  - the influence of the social movement on social change.

#### *Key skills*

- explain and apply sociological concepts
- explain types of social movements
- explain the stages of social movements
- explain how social movements come into being, drawing on deprivation and new social movement theories
- analyse how power is used by social movements and their opposition
- evaluate the influence of social movements on social change
- source and use a range of relevant evidence to support observations and analysis
- evaluate sources and critically reflect on their own and others' approaches to understanding the social world
- synthesise evidence to draw conclusions.

## ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

### Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

#### *Contribution to final assessment*

School-assessed Coursework for Unit 4 will contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

### School-assessed Coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published online by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where teachers provide a range of options for the same assessment task, they should ensure that the options are of comparable scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Explain the experience of community and analyse and evaluate a specific example with reference to the theories of Tonnies and Castells.	50	One or more of the following: <ul style="list-style-type: none"> <li>• a multimedia presentation</li> <li>• a research report</li> <li>• a test</li> <li>• an extended response.</li> </ul>
<b>Outcome 2</b> Analyse the nature of social movements and evaluate their influence on social change.	50	One or more of the following: <ul style="list-style-type: none"> <li>• a multimedia presentation</li> <li>• an essay</li> <li>• a report</li> <li>• a test.</li> </ul>
<b>Total marks</b>	<b>100</b>	

\*School-assessed Coursework for Unit 4 contributes 25 per cent.

**End-of-year examination****Description**

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

**Conditions**

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
- The examination will be marked by assessors appointed by the Victorian Curriculum and Assessment Authority.

**Contribution to final assessment**

The examination will contribute 50 per cent.

**Further advice**

The Victorian Curriculum and Assessment Authority publishes specifications for all VCE examinations on the Victorian Curriculum and Assessment Authority website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Units 3 and 4 sequence together with any sample material.

## Advice for teachers

The Victorian Essential Learning Standards (VELS) is the curriculum framework for the compulsory years of schooling in Victoria. Links between VCE Sociology and the VELS are shown below.

VCE Sociology provides students with opportunities to develop employability skills. The links between the forms of assessment in the study design and employability skills are provided in the table on page 34.

### VICTORIAN ESSENTIAL LEARNING STANDARDS (VELS)

The key knowledge and key skills outlined in the VCE Sociology study design build on the dimensions of learning acquired through engagement with the interconnected VELS strands. Examples of how VCE Sociology relates to VELS domains have been tabled below.

#### VELS Strand: Physical, Personal and Social Learning Strand

VELS Domain	Relationship to VCE Sociology
Health and Physical Education	<p>In Unit 1 Area of Study 1 students identify and explain factors that lead to different experiences of being young, including social, emotional and mental health issues. Students expand on their understanding of stereotypes by studying the impacts of homogenous thinking.</p> <p>Social, emotional and mental health issues are raised again in Unit 2 Area of Study 2 as students describe a range of factors that lead people to commit crimes, and identify differences amongst those committing crimes according to age, gender, socioeconomic status and ethnicity.</p> <p>In Unit 4 Area of Study 2 students analyse the nature of social movements and evaluate their influence on social change, and may address the importance of personal and community action.</p>
Interpersonal Development	<p>Students learn about multicultural society in Unit 3 Outcome 2 as they identify and analyse experiences of ethnicity in Australia.</p> <p>In Unit 3 Area of Study 1 students explore community experience. This includes conducting primary and/or secondary research on the experience of a specific community.</p>

VELS Domain	Relationship to VCE Sociology
Personal Learning	<p>An understanding of the sociological imagination underpins VCE Sociology. Through this understanding students are encouraged to consider how emotions and prejudices may affect their learning of 'others'. This is especially important in Unit 3.</p> <p>Conducting several case studies in Units 3 and 4 allows students to demonstrate skills in planning, monitoring and revising their work, and reflecting on and modifying their learning practices.</p>
Civics and Citizenship	<p>VCE Sociology incorporates the concepts of active citizenship, human rights, social justice and equality in most units.</p> <p>In Unit 2 students explore the concepts of deviance and crime by drawing on knowledge of citizen rights and responsibilities, and democratic values. Knowledge of the political and legal systems and processes and the history that underpins them is valuable to this area of study.</p> <p>In Unit 3 Area of Study 1 students analyse and evaluate changes in public awareness and perception of Australian Indigenous culture. This includes learning about, contesting and enacting the values that are important to be an engaged citizen through examining representations of Australian Indigenous culture.</p> <p>Unit 3 Area of Study 2 requires students to identify and analyse experiences of ethnicity within Australian society. Students also analyse the social, political and economic impact of immigration, and explain how social institutions engage with and respond to the needs of ethnic groups.</p> <p>In Unit 4 Area of Study 1 students identify and explain factors that help to maintain, strengthen and weaken a sense of community. This may be influenced by people, environments, economics and politics.</p> <p>Students are able to study the concepts of social and environmental sustainability in Unit 4 Area of Study 2 and how citizens can contribute to local, national and global communities and social movements.</p>

### VELS Strand: Discipline-based Learning

VELS Domain	Relationship to VCE Sociology
The Arts	<p>In Unit 3 Area of Study 1 students can study the diverse perspectives that constitute Australian cultural heritage through investigating art forms. Students analyse representations of Australian Indigenous culture, and evaluate the implications of ethnocentric and cultural relativist representations of Australian Indigenous culture for raising awareness of that culture.</p>
English	<p>In Units 1 and 2 students apply a range of relevant concepts, define key sociological concepts and use them appropriately, and gather and use a variety of relevant source material.</p> <p>In Units 3 and 4 students explain and apply sociological concepts, source and evaluate relevant evidence, apply ethical methodology to source relevant evidence and conduct sociological research, use a range of relevant evidence to support observations and analysis, and synthesise evidence to draw conclusions.</p>
The Humanities	<p>In VELS students study past and the present human societies and environments, people and cultures. Students also analyse a range of data and sources to form conclusions supported by evidence. These dimensions of learning form the foundation of VCE Sociology.</p>

<b>VELS Domain</b>	<b>Relationship to VCE Sociology</b>
The Humanities – Economics	<p>In Unit 1 Area of Study 1 students identify and explain factors leading to different experiences of being young such as class and unemployment. Students also identify the impact of government policies on family, including paid parental leave, childcare benefits, carer’s payments and Austudy.</p> <p>The influence of poverty leading to people committing crime is identified in Unit 2 Area of Study 2.</p> <p>The economic impact of immigration is analysed in Unit 3 Area of Study 2.</p> <p>Unit 4 Area of Study 1 requires students to analyse the impact of economic change on the experience of community.</p>
The Humanities – Geography	<p>In Units 3 and 4 students are required to source and evaluate relevant evidence, and use a range of relevant evidence to support observations and analysis. This is enhanced by identifying and collecting evidence from primary and secondary sources, which are essential skills developed in VELS Geography. Geography also assists in the understanding of culture and environment and environmental change, key concepts in Unit 3 and in Unit 4. It can also assist in understanding place as a factor in community, which is relevant to Unit 4.</p>
The Humanities – History	<p>In Unit 1 Area of Study 1 students identify key factors that have contributed to the changing definitions of youth and adolescence as social categories over time.</p> <p>In Unit 1 Area of Study 2 students analyse how key developments have changed the experience of family and its role as a social institution. This analysis is enhanced by an understanding of the historical definitions of family in its various forms.</p> <p>The concept of deviance is defined with consideration of changes to the concept across time and space in Unit 2 Area of Study 1.</p> <p>In Unit 3 Area of Study 1 students analyse historical and contemporary representations of Australian Indigenous culture and its historical suppression. This helps students to understand how the world has changed in the past and how it might be changed again in the future.</p>
Languages Other Than English	<p>Learning a language contributes to the development of intercultural awareness. The process involves understanding social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying. This understanding assists students in Unit 3.</p>
Mathematics	<p>In Unit 2 Area of Study 2 students gather and use a range of qualitative and quantitative source material to analyse crime data in Australian society and identify differences according to age, gender, socioeconomic status and ethnicity.</p> <p>In Unit 3 Area of Study 2 students outline Australia’s ethnic diversity, including analysing data from the Australian Bureau of Statistics.</p>
Science	<p>Underpinning VCE Sociology is the concept of a sociological imagination. This is influenced by science, which extends students’ understanding beyond what affects them to include what they cannot see, feel, hear or touch but can only imagine, and reason out. Other valuable principles from the VELS Science domain include applying ethical methodology to source relevant evidence and conduct sociological research, using a range of relevant evidence to support observations and analysis, and synthesising evidence to draw conclusions.</p> <p>Students may address issues of environmental sustainability in Unit 4 Area of Study 2.</p>

## VELS Strand: Interdisciplinary Learning

VELS Domain	Relationship to VCE Sociology
Communication	Previous study within this VELS domain develops the knowledge and skills that empower students to respond to, make meaning of, and deconstruct a range of communication forms. This assists students in VCE Sociology to apply the concept of the sociological imagination – especially important in the analysis of representations of Australian Indigenous culture in Unit 3 Area of Study 1.
Design, Creativity and Technology	This VELS domain encourages students to apply imagination, lateral and critical thinking throughout design and developmental processes. Although this domain requires students to produce a physical product or system, the exploration and evaluation processes promote creative thinking. In VCE Sociology students are expected to employ similar creative thinking skills when analysing the impact of political, economic, environmental, technological and social issues on society.
Information and Communications Technology	This interdisciplinary VELS domain enables students to use technology to actively access, process, manage and present information products. The selection and application of appropriate equipment, techniques and procedures to process data provides a valuable framework. In VCE Sociology students are expected to gather and use a wide range of relevant source material, including qualitative and quantitative data.
Thinking Processes	This VELS domain encompasses a range of cognitive, creative and metacognitive knowledge and skills. The capacity to reflect on and manage thinking is fundamental to the study of VCE Sociology. In Unit 1 Area of Study 1 students are introduced to the concept of the sociological imagination, the importance of critical thinking, and the ability to shift perspectives. Key skills throughout the study build on thinking processes developed in the VELS.

## EMPLOYABILITY SKILLS

Units 1 to 4 of VCE Sociology provide students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills\* are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

Each employability skill contains a number of facets that have a broad coverage of all employment contexts and are designed to describe all employees. The table below links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within the VCE study.

\*The employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future*, 2002), developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published by the (former) Commonwealth Department of Education, Science and Training.

Assessment task	Employability skills: selected facets
<b>Annotated media file</b>	<p><b>Communication</b> (writing to the needs of the audience; reading independently)</p> <p><b>Planning and organising</b> (planning the use of resources including time management; collecting, analysing and organising information)</p> <p><b>Technology</b> (using IT to organise data)</p>
<b>Essay</b>	<p><b>Communication</b> (writing to the needs of the audience; persuading effectively)</p> <p><b>Problem solving</b> (testing assumptions taking the context of data and circumstances into account)</p> <p><b>Planning and organising</b> (planning the use of resources including time management; collecting, analysing and organising information)</p>
<b>Extended response</b>	<p><b>Communication</b> (writing to the needs of the audience)</p> <p><b>Problem solving</b> (testing assumptions taking the context of data and circumstances into account)</p> <p><b>Planning and organising</b> (planning the use of resources including time management; collecting, analysing and organising information)</p>
<b>Film analysis</b>	<p><b>Communication</b> (writing to the needs of the audience; listening and understanding)</p> <p><b>Problem solving</b> (testing assumptions taking the context of data and circumstances into account)</p> <p><b>Planning and organising</b> (collecting, analysing and organising information)</p>
<b>Interview and report</b>	<p><b>Communication</b> (writing to the needs of the audience; speaking clearly and directly; persuading effectively; sharing information; listening and understanding)</p> <p><b>Problem solving</b> (testing assumptions taking the context of data and circumstances into account)</p> <p><b>Self management</b> (having knowledge and confidence in own ideas and visions; evaluating and monitoring own performance; taking responsibility)</p> <p><b>Planning and organising</b> (planning the use of resources including time management; collecting, analysing and organising information)</p> <p><b>Technology</b> (using IT to organise data)</p> <p><b>Initiative and enterprise</b> (being creative; generating a range of options; initiating innovative solutions)</p>
<b>Media report</b>	<p><b>Communication</b> (writing to the needs of the audience; listening and understanding; reading independently)</p> <p><b>Problem solving</b> (testing assumptions taking the context of data and circumstances into account)</p> <p><b>Planning and organising</b> (collecting, analysing and organising information)</p> <p><b>Technology</b> (using IT to organise data)</p>
<b>Multimedia presentation</b>	<p><b>Communication</b> (writing to the needs of the audience; sharing information)</p> <p><b>Problem solving</b> (developing practical solutions)</p> <p><b>Technology</b> (having a range of basic IT skills; being willing to learn new IT skills; using IT to organise data)</p> <p><b>Learning</b> (being open to new ideas and techniques)</p> <p><b>Initiative and enterprise</b> (being creative; initiating innovative solutions)</p>
<b>Report (oral/written/visual)</b>	<p><b>Communication</b> (writing to the needs of the audience; speaking clearly and directly; sharing information)</p> <p><b>Problem solving</b> (testing assumptions taking the context of data and circumstances into account)</p> <p><b>Planning and organising</b> (collecting, analysing and organising information)</p> <p><b>Technology</b> (using IT to organise data)</p>

Assessment task	Employability skills: selected facets
<b>Representation analysis (text-based/visual)</b>	<p><b>Communication</b> (writing to the needs of the audience; listening and understanding; reading independently)</p> <p><b>Problem solving</b> (testing assumptions taking the context of data and circumstances into account)</p> <p><b>Planning and organising</b> (collecting, analysing and organising information)</p> <p><b>Technology</b> (using IT to organise data)</p>
<b>Research report</b>	<p><b>Communication</b> (writing to the needs of the audience; reading independently)</p> <p><b>Problem solving</b> (testing assumptions taking the context of data and circumstances into account)</p> <p><b>Planning and organising</b> (planning the use of resources including time management; collecting, analysing and organising information)</p> <p><b>Technology</b> (using IT to organise data)</p> <p><b>Initiative and enterprise</b> (generating a range of options)</p>
<b>Review of journal and/or magazine</b>	<p><b>Communication</b> (writing to the needs of the audience; reading independently)</p> <p><b>Planning and organising</b> (collecting, analysing and organising information)</p> <p><b>Technology</b> (using IT to organise data)</p>
<b>Test</b>	<p><b>Communication</b> (writing to the needs of the audience)</p>

## DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study broadly describe the learning context and the knowledge and skills required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and key skills which relate to the outcomes.

Teachers must develop courses including appropriate learning activities that enable students to develop the key knowledge and key skills identified in the outcome statements in each unit.

For Units 1 and 2, teachers must select assessment tasks from the list provided. Tasks should provide variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured, where the assessment task types are listed for each outcome. The contribution that each outcome makes to the total score for School-assessed Coursework is also stipulated.

Throughout Units 3 and 4 teachers need to ensure students are developing their ability to explain, analyse, and evaluate the content covered. The use of lists and dot points in the revision process is a valuable learning tool; however, students need to develop these points further into coherent and sustained explanations.

### Balancing concepts, theory and practice

A range of strategies can be used to engage students in sociological concepts and theory. For example, graphic organiser thinking tools can be used to illustrate the organisation or structure of, and relationship between, concepts and theory. Graphic organisers allow students to develop learning at multiple levels and are therefore suitable for mixed ability students. A range of graphic organisers and blank templates can be downloaded and printed or saved as an electronic copy by teachers and students from the VELS Victorian Curriculum and Assessment Authority website: <<http://vels.vcaa.vic.edu.au/support/graphic/index.html>> and are referred to in a range of learning activities throughout this advice.

Other visual representations, such as mind maps and flowcharts, may assist students in learning relevant processes and in understanding the relationship between sociological concepts. Glossaries, cue cards and tables are also a valuable way in which students can organise the content covered throughout the units. Easy reference to key information and terminology may help students follow class discussion and revise fundamental elements of the course.

Access to news articles and other media including Web2.0 user-generated content can help to support understanding of a variety of issues. This material will assist students in developing as well as demonstrating a clear understanding of sociological concepts and theories. Students could read an article or watch a film, discuss issues arising from the representation, and then be introduced to theory relating to the issues, returning to examine the issues in light of the introduced theory. This gives students an illustrative example when first learning about a concept or theory.

A range of key concepts are used in this study. These concepts have been drawn from a range of sources, including *The Penguin Dictionary of Sociology* (Penguin, 2006). Sociological concepts are subject to debate and so the definitions given in this advice are a guide only.

- Sociological imagination: Evan Willis, in his book *The Sociological Quest* (Allen and Unwin, 2004) casts the sociological imagination as ‘a form of consciousness for understanding social processes’. The British sociologist Anthony Giddens suggests there are three sensitivities that should be applied when employing the sociological imagination. An historical sensitivity involves an appreciation of how the modern world is the product of a number of historical processes. An anthropological sensitivity refers to having awareness about what is culturally significant about an individual’s social world. The final sensitivity involves the use of critical thought, whereby sociologists question their own and others’ everyday thinking and commonsense assumptions about human behaviour and social life.
- Institution: a system through which society’s main concerns are organised and through which social needs are met and that may include organised rules and beliefs. This system could, for example, determine kinship, provide for the legitimate use of power, regulate the distribution of goods and services, and transmit knowledge and skills from one generation to the next.

### Ethical methodology

Wherever possible and appropriate throughout the study of Sociology, teachers should provide students with the opportunity to develop and use ethical and effective methods of sociological inquiry and research.

Students are required to conduct primary and/or secondary research, and should be familiar with the ethical guidelines for conducting research established by The Australian Sociological Association (TASA) at: <[www.tasa.org.au/ethical-guidelines/](http://www.tasa.org.au/ethical-guidelines/)>, including:

- Treating participants with respect
- Putting methods in place to prevent harm to participants
- Establishing informed consent procedures, including making explicit the purpose, nature and implications of the study

- Ensuring participants are aware of their rights, including voluntary participation and withdrawal rights
- Ensuring the confidentiality and/or anonymity of participants
- Reporting results honestly
- Debriefing participants and making the results available to the participants.

It is recommended that an informed consent form template be produced by the teacher and made available for students to modify and distribute to those participating in primary research. While ethical methodology will be used, the structure and processes for primary research is not expected to be at the level that would be standard in tertiary institutions. It is likely that primary research will take the form of 'background briefings' such as interviews with willing participants. Teachers should approve interview questions prior to the students undertaking research. An overview of appropriate interpersonal skills would also be valuable.

Where it is not possible for students to conduct primary research, drawing on a range of suitable secondary research sources is appropriate. This could include books, films, television programs and online material.

Further advice is available in the Safety and Wellbeing section on page 9 of this study design.

Key concepts used in sociology research include:

- Primary source: An artifact, document, recording or some other source of information that was created by a person with direct knowledge of the situation or events being described.
- Secondary source: A source of information that builds upon primary sources and involves a generalisation, analysis, synthesis, interpretation or evaluation of original materials.
- Qualitative research: A method of inquiry employing non-numerical data collection or explanation, including observation, field notes, interviews and analysis of materials.
- Quantitative research: A research technique used to gather numerical data or information that is often presented as statistics or in tables and graphs.

## SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and key skills.

A list of suitable resources for this study has been compiled and is available via the VCE Sociology study page on the Victorian Curriculum and Assessment Authority website: <[www.vcaa.vic.edu.au/vce/studies/index.html](http://www.vcaa.vic.edu.au/vce/studies/index.html)>.

## LEARNING ACTIVITIES

Implementation advice and example learning activities for each unit are provided below. Examples in the shaded boxes are explained in detail in accompanying boxes.

Teachers should consider these activities in conjunction with the key knowledge and key skills identified for each outcome within the study.

## Unit 1: Youth and family

All units in the VCE are constructed on the basis of 50 hours of class contact time with students. Consistent with this, the following time allocation is suggested for each area of study in Unit 1.

Area of study	Suggested time allocation (hours)
1. Category and experience of youth	25
2. The family	25

Area of Study 1 provides a general introduction to the discipline of sociology. Students are introduced to the concept of homogeneity and the consequences of this approach on youth and adolescence. Students begin to develop their sociological imagination through an exploration of social categories from various perspectives. To support this, it is suggested that students consider illustrative examples from different cultures, societies and eras, and identify factors that influence diversity. Considering policies developed by the Commonwealth of Australia and State of Victoria is one way to consider reasons for categorisation of youth. A detailed study is not expected at this stage, with an emphasis on ‘identify and explain’ in the key knowledge.

Since the mid-1970s, young people have experienced major changes such as the collapse of the full-time unskilled youth labour market, increasing job insecurity, an emphasis on education and training, and the impact of new technologies. An aging population, declining mortality rate and declining fertility rates further crystallise issues between generations, leading to significant change in the youth–elderly dependency ratios. This new demographic trend raises significant environmental and social justice issues for Australia. An analysis of demographic trends can be supported by data from the Australian Bureau of Statistics. Issues of sustainability influencing the experience of youth and adolescence should also be addressed.

In this area of study, students should be able to define and use sociological terminology. They are encouraged to maintain a glossary of sociological terms throughout the course. Students could also begin collecting newspaper articles of relevant sociological issues in the form of a media file. The Australian Clearinghouse for Youth Studies website: <[www.acys.info](http://www.acys.info)> and Youth.gov.au website: <[www.youth.gov.au](http://www.youth.gov.au)> are excellent resources for this area of study.

Key concepts for this area of study include:

- Homogeneity: People conforming to a shared set of characteristics.
- Social categories: The classification of people as sharing common experiences, interests, characteristics and values.

In Area of Study 2 students explore the social institution of family using the theoretical approaches of functionalism and feminism. Students only need to apply an understanding of each theoretical approach at a basic level. For example, while feminist perspectives may differ between Marxist, Liberal and Radical feminists, students are expected only to understand the feminist perspective at a broad macro-level. The use of comparative perspectives as a methodology extends students’ sociological imagination and rejection of homogenous thinking about family life. This ensures students consider definitions of family in its various forms. A micro-level approach is recommended, focusing on individual stories and supported by key texts, government literature, websites, pamphlets and statistics.

Students should be encouraged to challenge any preconceived homogenous understanding of family and the traditional role of family members. This can be achieved by exploring issues like whether being a mother ought to mean being a wife, nurturer and homemaker, and whether this is a natural role for women. Similarly, is being a husband, protector and breadwinner the natural and socially

appropriate role for men? Is it good for children to have ‘stay-at-home’ fathers while the mother goes out to work? What are the social implications of same-sex parenting? How will government intervention such as paid maternity leave inform contemporary debate? Is sole parenting causing family dependence on government economic support? What sociological factors are at play in the same sex marriage debate?

In this area of study, students develop further skills, particularly in the application of sociological concepts and comparative perspectives as a methodology. Students could continue their media file in addition to analysing other media texts in which the family is represented. The Australian Family Relationships Clearinghouse website: <[www.aifs.gov.au/afrc](http://www.aifs.gov.au/afrc)> and Communities and Families Clearinghouse Australia website: <[www.aifs.gov.au/cafca](http://www.aifs.gov.au/cafca)> are excellent resources for this area of study.

Key concepts for this area of study include:

- Feminist view of family: Traditional family life perpetuates social inequality (i.e. property, inheritance and patriarchy).
- Functionalist view of family: The purpose of family is socialising children, regulating sexual behaviour and reproduction, the provision of social support and distributing resources.

### Example activities

#### AREA OF STUDY 1: Category and experience of youth

##### Outcome 1

Describe the nature of sociological inquiry and discuss in an informed way youth and adolescence as social categories.

##### *Examples of learning activities*

use the sociological imagination to apply two different theoretical approaches (e.g. functional and conflict) to explain how sociologists study social phenomena; use these theoretical approaches to examine society’s reaction and response to youth homelessness, why and how legislation has progressively restricted youth access to cigarettes, and changes in education to address youth unemployment; explain how using multiple theoretical approaches makes sociology more scientific

construct a table that identifies sociological similarities and differences between the social categories of youth and the elderly; examples of similarities include government financial support, diversity of members, need for self-esteem, tax contribution; examples of differences include voting rights and responsibilities, access to alcohol, access to a driver’s license, health, consumerism; explain how using social categories assists in the analysis of social change and its place in sociological discourse

examine how social categories change across generations by questioning relatives, parents and grandparents or members of their community from different generations about their experience of youth; areas of focus include levels of individual freedom and parental control, the nature of schooling, job choices and opportunities, the place of music and fashion in their social identification, the impact of different technology, and the positive and negative impact of stereotypes applied to young people; prepare a report summarising significant generational differences of the youth social category

prepare a written report based on analysis of demographic trends published by the Australian Bureau of Statistics; compare data relating to youth and adolescence over time, and differences between young Indigenous Australians and young non-Indigenous Australians; suitable data can be found by selecting ‘Children and Youth’ from the Topics @ a Glance menu option on the ABS website: <[www.abs.gov.au](http://www.abs.gov.au)> Topics @ a Glance (People) People @ a Glance (Children and Youth)

produce a compilation CD targeted towards young people from any era; the relevance of the selected tracks must be described within the liner notes, and the artwork must include images symbolic of youth from the targeted era; produce a poster to advertise the CD

write a film analysis of the feature documentary 'The Oasis' about Australian homeless youth; a Study Guide is available to download from the ABC TV website: <[www.abc.net.au/tv/oasis/education/studyGuide.htm](http://www.abc.net.au/tv/oasis/education/studyGuide.htm)>; consider differences in the experience of being young arising from a range of factors, including social differences, unemployment, education, intergenerational inequity, and other issues identified in the documentary

conduct a research report based on the most recent Brotherhood of St Laurence's Life Chances Study; this study has followed 140 young people since they were infants, considering the impact of socioeconomic conditions on life chances; in 2008 they completed Year 12 and the Stage 9 report is concerned with this important time of transition: <[www.bsl.org.au/Research-and-Publications/Research-and-Policy-Centre/Research-reports.aspx](http://www.bsl.org.au/Research-and-Publications/Research-and-Policy-Centre/Research-reports.aspx)>

complete a representation analysis of a government advertising campaign targeted towards young people; questions should be devised to challenge students about how homogenous thinking about youth and adolescence have been embedded within the representation

maintain an annotated media file as a means of exploring homogenous thinking about youth and adolescence; for example, identify and explain how stereotyping of youth and adolescence has been used in various media forms; the annotated media file should contain examples from different countries and/or periods of time

**Detailed example****EFFECTIVENESS OF GOVERNMENT ADVERTISING AIMED AT YOUTH**

Students analyse a range of government advertisements targeted at the social categories of youth and adolescence, focusing on the assumptions made about the target audience. Students then design their own alternative government advertisement that better acknowledges the heterogeneity of youth.

A suitable example is the National Youth Alcohol campaign 'Drinking nightmare' featuring radio, television and print advertisements <[www.drinkingnightmare.gov.au/](http://www.drinkingnightmare.gov.au/)>.

Students could initially analyse the government advertisements by writing a brief description about the issues being presented and how they relate to youth. The advertisements could then be annotated by identifying assumptions and claims about young people and the social influences likely to have informed the representation. Finally, students debate the effectiveness of the advertisements in appealing to the target audience and their ability to communicate the intended message.

Students then choose one government advertisement to re-design so it better addresses the issue and/or appeals to the target audience.

The student-designed advertisement could include the following:

1. Identify a relevant issue and describe how it relates to the social category of youth.
2. Specify the level of government supporting the advertisement (e.g. local, state, federal).
3. Determine the target audience (e.g. ethnicity, age, class, rural/urban location and gender).
4. Establish the most effective medium for the advertisement and justify its selection (e.g. radio, television, print, online).
5. Collect images, colours, sounds and design ideas from other sources that would appeal to the target audience. Annotate these examples, explaining how they better appeal to the target audience. Explain how the heterogeneity of youth has been acknowledged in the advertisement.
6. Produce a mock-up advertisement.

## AREA OF STUDY 2: The family

### Outcome 2

Analyse the institution of family.

### Examples of learning activities

in groups trace the outline of one group member onto a large sheet of butcher's paper; using Talcott Parson's organismic analogy of the body to represent society, draw the major organs inside the body outline and relate them to important institutions; groups compare their decisions and discuss whether there is an interdependence of institutions in the same way that there are organs keeping the body functioning to maintain homeostasis

referring to the previous organismic analogy activity, explore the place and role of family as a social institution according to functionalism; this could be presented in the form of an essay

use sociological imagination to consider different definitions of family; select a type of family different from their own and prepare a written report that identifies similarities and differences between the two experiences of family life; if possible, students are paired up with other students from different types of families to share their experiences

formulate a table to compare and contrast characteristics of different types of families such as the nuclear family, single parent family, cohabitation, same-sex attracted parenting, extended family and blended family; when formulating a definition of family, take into account the various experiences of family life

write a film analysis of the documentary 'Two Men & Two Babies' about a same-sex Melbourne couple who used a surrogate to help them become parents; an ATOM Study Guide is available at: <[www.metromagazine.com.au/studyguides/issues.asp](http://www.metromagazine.com.au/studyguides/issues.asp)>

construct a family tree outlining their extended family; list roles assigned to each family member (e.g. husband, wife, homemaker, breadwinner); analyse their family tree to discover recurring and/or reinforced roles; this information is further discussed using the feminist view of family

construct a multimedia presentation that compares the experience of family life and the changing role of family members in Australia with family life in other cultures

complete a representation analysis of different depictions of family on television; the television shows should be produced in four different countries (e.g. Australia, New Zealand, England, Canada and America)

analyse data relating to family structure trends over time; construct hypotheses to explain key factors that have changed and continue to change family life in Australia

use the 'Ripple Effect' graphic organiser found at: <<http://vels.vcaa.vic.edu.au/support/graphic/>> to explore the ripples generated by key demographic, cultural, economic, technological and social development; for example, how have divorce rates, changing gender roles, the growth in single parent families, childless households and dual-income families changed the ways people create and experience family life?

examine how family is depicted in Australian television drama; consider how stereotyping has been used in the drama, and issues arising from this homogenous thinking about family

use ICT to conduct a research report on a government policy relating to family; policies include paid parental leave, childcare benefits, carer's payments or Austudy, or the government's position on surrogacy, in vitro fertilisation (IVF) and adoption for same-sex attracted parents

### **Detailed example**

#### **FAMILIES THEN AND NOW**

Students read the Australian Institute of Family Studies Fact Sheet 'Families then and now: 1980–2010' found at: <[www.aifs.gov.au/institute/pubs/factsheet/fs2010conf/fs2010conf.html](http://www.aifs.gov.au/institute/pubs/factsheet/fs2010conf/fs2010conf.html)> and compare differences to family structure in Australia over time.

The Fact Sheet begins with a brief outline of trends in basic family structure, and then examines transitions that have contributed to these structural changes and some of the key ways in which family functioning has changed.

Students address the following issues:

1. Identify the basic family structure trends at the time the Australian Institute of Family Studies commenced: marriage, cohabitation, divorce, and fertility.
2. Figure 1 shows the proportion of all family households that represent different 'family types' in four Census periods, from 1976 to 2006. Are there family types missing? If so, list them.
3. Summarise the data from Figure 1. Are there significant changes? If so, explain why.
4. Figure 2 shows relationships within the family, families with children aged 0–17 years, 2006–07. Explain what is meant by 'intact family'.
5. Figure 3 shows the age of new mothers, 1963 and 1980 (nuptial births only), and 1991 and 2007 (all births). Identify factors contributing to fewer women under 20 and more women over 30 having their first child.
6. Figure 5 shows ex-nuptial births, 1901–2007. Identify possible reasons for the increase of children born outside of marriage.

## Unit 2: Social norms: breaking the code

All units in the VCE are constructed on the basis of 50 hours of class contact time with students. Consistent with this, the following time allocation is suggested for each area of study in Unit 2.

Area of study	Suggested time allocation (hours)
1. Deviance	25
2. Crime	25

Area of Study 1 could be introduced through an exploration of norms. Having students consider the folkways, mores, laws and values that shape their perception of normality will make it easier for them to determine behaviour that is considered deviant in their society. The relative nature of deviance depending on location, era, situation, age and social status is also explored. For example, someone wearing a particular costume may be considered normal if the person is a child, but if the person is an adult, the behaviour may be considered deviant. Certain public displays of affection may be acceptable in Australia; however, in other countries this behaviour is forbidden.

The process of socialisation and deviance is considered using the sociological frameworks of functionalism (Durkheim), social control (Hirschi) and interactionism (Becker). Durkheim considered deviance to perform four essential functions: affirming cultural values and norms, clarifying moral boundaries, bringing people together and encouraging social change. He argues that deviance is part of social organisation and that through the process of defining deviance, moral boundaries can be established. The social control theory asserts that people with little power are more likely to be viewed as deviant. Deviance is seen as resulting from social inequality, with various social norms, including laws, reflecting the interests of powerful members of society. Hirschi elaborated on the control theory by identifying four factors that would lead to an individual being more or less likely to commit a deviant act: attachment, commitment, involvement and belief. Becker posits that deviance is the result of labelling, and that behaviour is not deviant until other people have judged it to be deviant. Deviance is considered part of a socially constructed reality that emerges in interaction with the various social players within society. This perspective suggests that deviance is created only when individuals label something as deviant.

Sensitivity and care should be taken when selecting and using contemporary examples of ‘moral panic’ (coined by Cohen), as some students may directly or indirectly be related to the example. Contemporary examples of moral panic have arisen from attacks on public transport, violence in the city, racially-motivated youth gangs, perceptions of religious attire in public, domestic violence and substance abuse.

It is recommended that students continue their media file with a focus on clippings about violations of social norms. The Australian Social Trends within the Australian Bureau of Statistics website: <[www.abs.gov.au/socialtrends](http://www.abs.gov.au/socialtrends)> is an excellent resource for this area of study.

Key concepts for this area of study include:

- Deviance: the violation of societies’ norms. Deviant behaviour can range from something minor (e.g. bad manners) to something serious (e.g. crime against a person), and can result in some form of sanction or punishment. Deviance is a relative issue with the potential to differ according to location, age, social status and individual societies. Deviance is best viewed as a property of social situations or systems, rather than a type of person.
- Functionalist approach to deviance: according to Durkheim, deviance is a part of social organisation and identifying deviant behaviour allows society to establish moral boundaries and the difference between right and wrong.

- Interactionist theory approach to deviance: according to Becker, deviant behaviour is only deemed deviant if it has been labelled so, and no behaviour is inherently deviant until other people have judged it deviant. Becker referred to this as the labelling theory, which sees deviants as powerless victims of the values and social relationships of society.
- Moral panic: the intensity of feeling expressed in a population about an issue that appears to threaten social order. Coined by Cohen when describing media coverage of ‘Mods and Rockers’ in the UK in the 1960s.
- Social control theory approach to deviance: responses or reactions to deviance that are aimed at reducing or stemming deviance and achieving conformity to particular social norms. Social control can range from a glance or comment to social exclusion or ostracism. Expanded by Hirchi’s control theory, which suggests social control depends on people’s capacity to anticipate the consequences of their behaviour.

Crime is the violation of criminal laws enacted by local, state or federal governments. Exploring crime and punishment in Area of Study 2 requires students to use their sociological imagination in order to avoid preconceived ideas about the criminal justice system that may be influenced by their family, the media, and other influential groups. Sociologists see criminal justice statistics as the outcome of a social process rather than a reflection of the incidence of actual crime within society. This view has important implications for perceptions of who is deemed a criminal.

Students should be able to identify aims and rationales of methods of punishment. The oldest aim of punishment is that of retribution, whereby society seeks revenge for a moral wrong. A second aim is that of deterrence for the individual or broader society. A third aim is rehabilitation to prevent further offences by the perpetrator. A final aim is societal protection whereby a perpetrator may, for example be detained under the rationale that this will prevent them from harming other members of society for a set period of time.

In this area of study, students are expected to start developing their evaluation skills, particularly when considering differences between the intentions of sentencing and restorative justice, and, in turn, how effective each is in achieving those intentions. In 2010 the government began a community consultation process to revise sentencing to be in alignment with community expectations. This type of stakeholder consultation lends itself easily to classroom activities focusing on implications of changing social norms and community expectations surrounding crime and punishment. Alternative forms of justice could also be addressed, such as community-based magistrates and the Koori Court.

Through the maintenance of their media files students will benefit from an analysis of how the media reports different crimes and consequences of crime. The Department of Justice website: <[www.justice.vic.gov.au](http://www.justice.vic.gov.au)> and Australian Institute of Criminology website: <[www.aic.gov.au](http://www.aic.gov.au)> are excellent resources for this area of study.

Key concepts for this area of study include:

- Crime: violation of prohibitory rules or laws enacted by local, state or the federal governments. Major categories of crime include crimes against the person, crimes against property, and victimless crime.
- Punishment: perpetrators suffer a consequence following behaviour considered to be in violation of formal or informal laws.
- Restorative justice: a theory developed by Braithwaite involving a conference between the victim of crime and perpetrator of crime to address the consequences of the crime, the feelings of those who have been harmed, how the harm might be repaired, and any steps that should be taken to prevent reoffending.
- Sentencing: a judicial punishment where the perpetrator is subjected to a consequence such as imprisonment for a certain period of time.

## Example activities

### AREA OF STUDY 1: Deviance

#### Outcome 1

Analyse a range of sociological theories explaining deviant behaviour and the impact of moral panic on those considered deviant.

#### Examples of learning activities

consider the folkways, mores, laws and values that shape perceptions of normality; discuss implications of violating norms, including informal and formal labelling and consequences (e.g. rudeness and ostracism, or crime and sentencing)

draw a Venn diagram that identifies whether there are any behaviours consistently considered deviant regardless of age, social status, time and space

conduct a research report detailing the relative nature of deviance depending on location, era, situation and social status; choose a behaviour that is considered acceptable or deviant depending on the situation, including how the behaviour has been addressed socially and/or by the law when it has been considered deviant

search newspapers and magazines for examples of Durkheim's four functions of deviance that are considered essential to society; for example, affirming cultural norms (e.g. identification of threatened values or norms), clarifying moral boundaries (e.g. explicit social boundary between right and wrong), promotion of social unity (e.g. evidence of the collective outrage), and encouragement for social change (e.g. suggested changes to the status quo)

write an essay about the impact of formal social control systems, such as planned and programmed responses to expected deviance; evidence and examples should include creative forms of social control sitting outside of the criminal justice system; for example, precautionary interventions from family, peers, teachers, social workers, closed-circuit surveillance, electronic tagging and private security

write a film analysis of a feature film that includes a deviant character; attempt to describe the motivations of the character according to Hirschi's four elements of social bonding that contribute to the likelihood of an individual becoming deviant: attachment to family, commitment to social norms and institutions, involvement in activities and the belief that these things are important

consider a range of scenarios involving an act that could result in the labelling of an individual as deviant depending on how others respond to the action; for example, a student 'borrows' a camera from the school without telling anybody, a husband 'cheats' on his partner during a business trip, a professional footballer drives home under the influence of alcohol; use Becker's interactionist labelling theory to consider 'Who applied the label of deviant to whom?', 'What consequences does the application of a label have for the person so labelled?' and 'Under what circumstances is the label of a deviant successfully applied?'

construct a multimedia presentation that outlines similarities and differences between the functionalist, social control and interactionist theories of deviance

monitor the media and develop a report focusing on examples of moral panic that have been featured; examples could include panics resulting from increasing attacks on public transport, violence in the city, racially-motivated youth gangs, and perceptions of religious attire worn in public; report on different examples of moral panic and how the same example has been represented differently across a diversity of media producers; refer to the impact on individuals and groups considered deviant

focus on an example of a moral panic that has recently been represented in the media; develop a true/false quiz for the class based on the representation of the issue in the media; following the quiz, students inform each other of the less-sensational truth of the topic

### ***Detailed example***

#### **DOMINANT SOCIAL NORMS**

Students individually consider the folkways, mores, laws and values that shape their perception of normality by writing down examples on post-it notes.

One-by-one students place their post-it notes on the wall. During this process students group similar examples together.

The class discusses the dominant social norms and implications of not conforming to them.

The process is repeated with a focus on behaviours considered deviant.

Students rank these behaviours from most to least serious. They summarise the activity by responding to the following:

1. What are social norms?
2. Why are social norms important?
3. What happens when social norms are broken?
4. Provide an example of a folkway.
5. Provide an example of a more.
6. Provide an example of a law.
7. Identify the common values of the class.

## AREA OF STUDY 2: Crime

### Outcome 2

Discuss crime in Australia and evaluate the effectiveness for shaping human behaviour of methods of punishment in the judicial system.

### Examples of learning activities

use a 'Ranking Ladder' graphic organiser found at: <<http://vels.vcaa.vic.edu.au/support/graphic/>> to rank the different types of crimes from most to least serious: crimes against the person, crimes against property, victimless crime, white collar crime and corporate crime; compare and contrast the ranking with others

place a variety of examples of crimes on a continuum from most to least serious; for example, burglary, criminal damage, drug offences, fraud, robbery, sexual offences, theft, vandalism and violence against the person

invite a police officer to visit the school to talk about different crimes and the impact of crime on individuals, communities and society

visit the Australian Bureau of Statistics website to find statistics on crime relating to age, gender, socioeconomic status and ethnicity; use this information to prepare a report about crime in Australia

design an advertising campaign for the prevention of crime; after identifying the crime, establish a target audience by determining factors that lead people to commit crime (e.g. poverty, addiction, abuse, rebellion); suggest an appropriate type of punishment for the crime; design a campaign to challenge factors that traditionally lead people to commit crime by focusing on a 'socially-accepted' crime such as downloading copyrighted music or films from the Internet; information on this issue can be found at: <[www.afact.org.au/](http://www.afact.org.au/)>

conduct a research report focusing on two significant factors that may contribute to people committing crime, such as poverty, addiction, mental illness, abuse or rebellion; extensive research is available on the Internet; sources must be acknowledged

use the 'SWOT Analysis' graphic organiser to explore the strengths, weaknesses, opportunities and threats of different methods of punishment: sentencing and restorative justice

write a film analysis of the feature documentary about restorative practice 'Facing the Demons' (Ronin Films: [www.roninfilms.com.au](http://www.roninfilms.com.au)); the analysis should discuss the nature of sentencing and restorative justice as methods of punishment, and how restorative practice differs from traditional forms of punishment such as jails and fines

as preparation for a study of the judicial system, evaluate the school discipline policies and the effectiveness of consequences of undesirable behaviour, such as detention, suspension, expulsion and/or restorative justice

prepare two extended responses about alternative forms of justice such as community-based magistrates and Koori Court; this activity could follow an excursion to the Old Melbourne Gaol and the Koori Court to see the drama called 'Face Your Elders'; consider which of the aims of punishment is emphasised in these forms of justice compared with mainstream sentencing

visit Her Majesty's Jail in Barwon to speak with inmates about the effectiveness of sentencing and how this method of punishment has shaped their behaviour

**Detailed example****SCHOOL DISCIPLINE POLICIES AND THEIR EFFECTIVENESS**

Students evaluate their school discipline policies and the effectiveness of consequences of undesirable behaviour, such as detention, suspension, expulsion and/or restorative justice.

Students consider the consequences from the point of view of the person performing the undesirable behaviour, the victims of their behaviour, and the effect on the wider school community.

The evaluation could include:

- Purpose of school discipline policies in general.
- Overview of specific school discipline policies.
- Definition of detention, suspension, expulsion and restorative justice.
- Effectiveness of school discipline policies from the point of view of person performing the undesirable behaviour.

- Effectiveness of school discipline policies from the point of view of the victims of undesirable behaviour.
- Recommendations for how to improve the school discipline policies.

This evaluation could be presented as a multimedia presentation using PowerPoint.

Students are then divided into groups with each group writing an alternative school policy focusing on different methods of punishment: retribution, deterrence, rehabilitation and societal protection.

Finally, students rank the various alternative policies by considering the effectiveness of the recommended sentencing and restorative justice in achieving the aims of punishment explored.

**Unit 3: Culture and ethnicity**

All units in the VCE are constructed on the basis of 50 hours of class contact time with students. Consistent with this, the following time allocation is suggested for each area of study in Unit 3.

Area of study	Suggested time allocation (hours)
1. Australian Indigenous culture	25
2. Ethnicity	25

In Area of Study 1, the Victorian Aboriginal Education Association Inc. (VAEAI) were consulted during the development of Area of Study 1: Australian Indigenous Culture. It is recommended that teachers contact the VAEAI Schools Unit for community outreach assistance in the development of a course. Examples of local Australian Indigenous communities suitable for VCE Sociology are available from VAEAI. Exploration of at least two Australian Indigenous cultures is undertaken to demonstrate diversity of cultural practices and at least one of these should be a Victorian Koorie culture. It may also be useful to contact the Local Indigenous Network (LIN) or Local Aboriginal Education Consultative Groups. For more information visit: <[www.dpcd.vic.gov.au/indigenous/indigenous-representative-arrangements/local-indigenous-networks-lins](http://www.dpcd.vic.gov.au/indigenous/indigenous-representative-arrangements/local-indigenous-networks-lins)>.

Underpinning this area of study is an understanding of the sociological imagination, culture, stereotyping and representations. It is important for teachers to acknowledge the non-homogeneity of Australian Indigenous cultures and to be aware of viewpoints, including government policy, that may suggest or assume homogeneity. The historical suppression of culture could be considered though government policies assuming homogeneity; however, the intention is to provide students with an overview, not

analysis. It is sufficient to identify differences between policies of protection, segregation, assimilation and integration, highlighting significant examples from Victoria and other areas of Australia relevant to suppression of culture, and Australian Indigenous responses to this suppression. When considering government policies and initiatives, students should be able to identify whether they are symbolic or practical.

Students should be exposed to a variety of representations that demonstrate ethnocentric and culturally relativistic connotations. A representation involves the use of visual and/or written material to reflect aspects of contemporary social life such as values, beliefs and conflicts. Examples include newspaper articles, an excerpt from a government policy, a cartoon or photograph. Historical and contemporary examples should be used. It is preferable that examples be drawn from a combination of Indigenous and non-Indigenous sources. Framing questions such as, ‘What is being represented and by whom?’, ‘What evidence is there that this is an ethnocentric or a culturally relativistic representation?’, and ‘What are the implications of these two ways of representing culture for building awareness of Australian Indigenous culture?’ can be used to assist analysis and evaluation. Students are encouraged to use qualitative and quantitative data to challenge existing knowledge of Australian Indigenous culture. This could be achieved, for example, by comparing extracts from interviews with members of Australian Indigenous cultures with data from the *Face the Facts* booklet published by the Australian Human Rights Commission.

Students should be encouraged to maintain a media file with examples of representations of Indigenous Australian culture. These representations should come from a variety of Indigenous and non-Indigenous sources. Maintaining a glossary of key terms will assist students to revise key concepts.

Key concepts for this area of study include:

- Culture: the non-biological symbolic and learned patterns of thinking, feeling and acting including material culture (physical artefacts and objects) and non-material culture (abstract creations) that combine to form a people’s way of life. Analysing culture contributes to individuals making sense of themselves and their surrounding world.
- Cultural relativism: an attempt to understand a culture’s behaviour, customs, religion and language in terms of that culture’s set of norms. A typical way to try and achieve this aim is through analysis from the point of view of members of the culture.
- Ethnocentrism: the tendency to measure all other cultures in relation to one’s own culture. The term was first coined by W.H. Sumner (1906).
- Material culture: a component of culture focusing on material aspects such as physical artefacts and objects. Examples include technology, clothing, art and building forms.
- Non-material culture: a component of culture focusing on non-material aspects such as values, beliefs, norms, customs, symbols and institutional arrangements.

In Area of Study 2 students learn the distinction between race and ethnicity which fosters a deeper exploration of social groups based on material culture and non-material culture.

Students could use publicly available data to identify the cultural, linguistic and religious diversity in Australia, as evidence of ethnic diversity. Consideration of how ethnic diversity and immigration has impacted on Australia should include social, economic and political factors, including how institutions organise, manage and understand ethnicity. Political examples include government policies of assimilation, integration and multiculturalism. It is not necessary that students explore government policy in detail; however, awareness of some legislation relating to multiculturalism can be brought to their attention including: *Charter of Human Rights and Responsibilities Act 2006*, *Multicultural Victoria Act 2004*, and *Racial and Religious Tolerance Act 2001*. Students need to explore assimilation and multiculturalism as opposing policy positions.

The sociological concepts and theory explored in this area of study provides part of the framework for analysing a case study of a specific ethnic group. The investigation of a specific group includes considering challenges experienced by the group, methods used to address these challenges and the outcome of this intervention. Challenges could arise from within and outside the group, and methods could be those used by people within the group and those outside, including social institutions. Depending on the education setting, students could use their school as a case study of how social institutions respond to the needs of particular ethnic groups. Alternatively, students could explore their own ethnic group. Primary research of a specific ethnic group should be led by the ethical guidelines established by The Australian Sociological Association (TASA). Secondary research could be sourced from novels, films, newspapers, and other media forms.

Students should continue to maintain their media files and compile a glossary.

Key concepts for this area of study include:

- Cultural hybridity (cultural ethnic diversity): according to Hall, cultures borrow artefacts and practices from people of different cultures that complement or contribute to their own to create new multicultural cultures. Multiple cultural identities emphasise the view that identification is a provisional and fluid process.
- Ethnicity: refers to the particular cultural features that are shared by a distinctive group or population. The social traits shared by these groupings include nationality, ideology and lifestyles. The ethnic identity is supported by common language, common cultural and religious practices and a common ancestry.
- Multiculturalism: there is no universally agreed definition of multiculturalism. The Victorian Government's multicultural policy 'All of Us' draws on common elements of most definitions. It states, '... multiculturalism is an approach that respects and values the diversity of ethnicities, cultures and faiths within a society and encourages and enables their ongoing contribution within an inclusive content that empowers all members of society (adapted from C. Rosado, *Towards a Definition of Multiculturalism* (1997))' (p. 6). The policy emphasises four themes: advancing equality and human rights; supporting cultural diversity, including linguistic and religious; fostering unity and promoting harmony; and boosting economic advantage.
- Race: race is a social construct based on biological criteria that are used to classify humans into distinct groups or populations. This classification has resulted in political, economic and social exploitation and advantage and disadvantage for specific groups. This discredited concept has been replaced by the sociological concept of ethnicity which seeks to emphasise the cultural differences and similarities between people as a way of classifying social groups for the purpose of study.

## Example activities

### AREA OF STUDY 1: Australian Indigenous culture

#### Outcome 1

Analyse and evaluate changes in public awareness and perception of Australian Indigenous culture.

#### Examples of learning activities

participate in an inter school discussion about material and non-material culture in each other's countries and what is important in each culture

list examples of how the power of culture may influence perception; for example, if an individual kills someone in order to protect a political ideology are they a freedom fighter or terrorist?; consider how perception is likely to change depending on the dominant culture, and why individuals need to employ a sociological imagination to challenge assumptions and inferences accepted within a particular culture

present an ambiguous political cartoon with a Koorie subject that could be interpreted as ethnocentric and/or culturally relativistic; role-play different interpretations of the ambiguous representation from a diverse range of perspectives (e.g. different ages, genders, ethnicities, social classes, eras)

maintain an annotated collection of historical and contemporary text-based and visual representations of Australian Indigenous culture that could be interpreted as ethnocentric and/or culturally relativistic; include at least two examples of a song, book, artwork, film and/or advertising campaign

participate in an excursion to the Bunjilaka Aboriginal Cultural Centre at Museum Victoria and the Walkin Birrarung education program at Koorie Heritage Trust; prepare a report that identifies the different ways Bunjilaka and the Koorie Heritage Trust represent Australian Indigenous culture for building awareness and perception of the culture

explore the initiatives in place by the Australian Football League (AFL) regarding Australian Indigenous players as a way of building awareness and perception of Indigenous culture

download the *Face the Facts* booklet at: <[www.humanrights.gov.au/racial\\_discrimination/face\\_facts/](http://www.humanrights.gov.au/racial_discrimination/face_facts/)> and visit the related education page <[www.humanrights.gov.au/education/face\\_the\\_facts/index.html](http://www.humanrights.gov.au/education/face_the_facts/index.html)>; complete Activity 5 (The facts – Aboriginal and Torres Strait Islander peoples) including statistical information relating to population, health, housing and employment

construct a multimedia presentation that displays the historical suppression of Australian Indigenous culture in the form of a timeline; outline major government initiatives and policies, including protection, segregation, assimilation and integration

invite a guest speaker from the Victorian Aboriginal Education Association Inc. (VAEAI) to discuss the Australian Indigenous response to the suppression of their culture

write a film analysis of 'Vote Yes for Aborigines' (Ronin Films [www.roninfilms.com.au](http://www.roninfilms.com.au)), paying attention to examples of the historical suppression of Australian Indigenous culture and the responses to this suppression

construct a table with three columns; column one lists national and international factors, including those listed in the key knowledge for this outcome, relating to public awareness and perception of Australian Indigenous culture; column two shows examples of how the factors support public awareness and perception; and column three shows examples of how the factors limit increasing awareness and perception

**Detailed example****COLLECTION OF REPRESENTATIONS**

Students maintain an annotated collection of a range of historical and contemporary representations of Australian Indigenous culture throughout the area of study. The representations should include at least two examples of a song, book, artwork, film and/or advertising campaign. Ideally the representations should cover a range of mediums (e.g. song, artwork, film) from different eras. A combination of representations produced by Indigenous and non-Indigenous Australians would be beneficial for comparative purposes.

Students annotate the representations by identifying ethnocentric and/or culturally relativistic interpretations.

The annotations could include the following information:

1. Who produced the representation?
2. When was the representation produced?
3. Where was the representation produced and/or published?
4. Why was the representation produced?
5. Could the representation be interpreted as ethnocentric, and if so, how?
6. Could the representation be interpreted as culturally relativistic, and if so, how?
7. What is the likely dominant interpretation of the representation?

Examples of representations include:

- Indigenous Australian film:  
[www.culture.gov.au/articles/indigenous/film/](http://www.culture.gov.au/articles/indigenous/film/)
- Australian Indigenous art:  
[www.culture.gov.au/articles/indigenous/art/](http://www.culture.gov.au/articles/indigenous/art/)
- Australian Indigenous ceremony – song, music and dance:  
[www.culture.gov.au/articles/indigenous/ceremony/](http://www.culture.gov.au/articles/indigenous/ceremony/)
- The time was ripe: remembering the 1967 Referendum:  
[www.abc.net.au/rn/awaye/stories/2007/1927080.htm](http://www.abc.net.au/rn/awaye/stories/2007/1927080.htm)
- Edmund Barton and the Velvet Soap Advertisement:  
<http://dl.nfsa.gov.au/module/1133/>
- Early Images of the Australian Aborigines:  
[www.lib.monash.edu.au/exhibitions/aborigines/xaborcat.html](http://www.lib.monash.edu.au/exhibitions/aborigines/xaborcat.html)

**AREA OF STUDY 2: Ethnicity****Outcome 2**

Identify and analyse experiences of ethnicity within Australian society.

**Examples of learning activities**

use a range of sources such as a dictionary, printed encyclopedia and the Internet to examine different definitions of race and ethnicity; consider how the definitions have changed over time and the preferable definitions in sociological study

comment on the following hypothetical sociologist's report: a group of 500 people rejecting the modern materialism of contemporary Australian society form a community on an isolated country property; within 10 years, local townships have ostracised these strange people; among themselves they speak English, but use secret words and hand signs; they breed and eat dogs but grow their own vegetables; they practice a communal religious rite to a nameless God each week; they believe in passivism and social obedience; each week they have a communal meeting where women sit in a tight circle surrounded by standing men who all sing and chant songs; for the activity, select five practices that give the group ethnic identity, two practices that they believe will promote group cohesion, and one practice likely to ostracise them from neighbours; using sociological frameworks, predict whether or not the group will be self-sustaining or decline

write a list of possible ethnic changes that occur when a spacecraft crashes on an alien planet and is not sighted or rescued for several generations; the craft contains women of non-English speaking Arabic background, tourists including young men of a football club, and a crew of ten made up of medical, scientific and academic people; the indigenous people on the planet are friendly, of average intelligence, extremely conformist, speak an unknown language incorporating gestures, and use a primitive culture based on artistic expression; they live in polygamist family groups; comment on the new social configuration of the society as it undergoes change

identify examples of the hybridisation of cultures in Australia; for example, a Muslim student wearing an abaya with a Maorie tribal design along the hem is watching a Bollywood film while eating Halal tacos and writing an essay about the feminist perspective of family

explore the ethnic diversity of the classroom by visually mapping birth places, and parents' and grandparents' birth places

complete an analysis of a text-based or visual representation that promotes Australia's cultural diversity, such as the 'All of Us' campaign <[www.multicultural.vic.gov.au/all-of-us/all-of-us-campaign](http://www.multicultural.vic.gov.au/all-of-us/all-of-us-campaign)>

download the *Face the Facts* booklet at: <[www.humanrights.gov.au/racial\\_discrimination/face\\_facts/](http://www.humanrights.gov.au/racial_discrimination/face_facts/)> and visit the related education page at: <[www.humanrights.gov.au/education/face\\_the\\_facts/index.html](http://www.humanrights.gov.au/education/face_the_facts/index.html)>; complete Activity 4 (Statistics – migration in Australia) relating to statistical information on immigration

construct a multimedia presentation that compares the ethnic diversity of Australia with other countries such as New Zealand and Canada

use the 'POOCH' graphic organiser <<http://vels.vcaa.vic.edu.au/support/graphic>> to evaluate the political, economic and social impacts of immigration; the Problem to be explored is 'What is the greatest impact on Australia arising from immigration?', the three Options are 'political change, economic change and social change', the Outcomes generated should be both positive and negative, and the Choice section requires students to select one outcome and elaborate on why/how it causes the greatest impact

watch the 'Immigration – Fill it or Lose it' footage at: <<http://dl.nfsa.gov.au/module/1582/>> and Bonegilla Migrant Camp footage at: <<http://dl.nfsa.gov.au/module/1599/>>; compare the experiences of newly arrived migrants following the Second World War and those sent to Bonegilla, with the experience of migrants benefitting from multiculturalism

participate in an education program provided by the Immigration Museum; write a report that examines how the Immigration Museum has engaged with and responded to the needs of ethnic groups in Victoria

choose a Fact Sheet for an Australian ethnic community from the Racism: No Way website: <[www.racismnoway.com.au](http://www.racismnoway.com.au)> Classroom Fact Sheets Cultural diversity and multiculturalism Australian Communities; prepare an extended response that outlines the history of the selected ethnic group, the circumstances influencing their migration to Australia, and the experience of the community in Australia

design a participant consent form that articulates how voluntary participation, privacy and confidentiality of data will be observed

### ***Detailed example***

#### GLOBAL ORIGINS WITHIN THE CLASSROOM

Students explore the ethnic diversity of their classroom by visually mapping where they were born, and where their parents and grandparents were born. This activity could be followed by a discussion and data analysis and comparison.

1. Place a large map of the world on a wall.
2. Students place a coloured sticker or pin on the map to represent where they were born.
3. Students use a different colour to represent where their parents were born, and different colour again for their grandparents.
4. Conduct a whole-class discussion about the countries of birth, including generational trends.
5. Students prepare a report that analyses the information and compares it with Australian Bureau of Statistics data.

The report could include:

- Calculation of the percentage of different countries of birth for students.
- Percentages for parents and grandparents.
- Comparison of data between each group (students, parents, grandparents) with a list of possible explanations for variability.
- Combined mean percentage of countries of birth to compare with national data from the Australian Bureau of Statistics.
- Discussion of similarities and differences between the classroom data and national data.

#### Unit 4: Community, social movements and social change

All units in the VCE are constructed on the basis of 50 hours of class contact time with students. Consistent with this, the following time allocation is suggested for each area of study in Unit 2.

Area of study	Suggested time allocation (hours)
1. Community	25
2. Social movements and social change	25

The Industrial Revolution provides a significant reference point for the study of community in Area of Study 1. An early theorist of community, Ferdinand Tonnies, outlined social groupings before the Industrial Revolution as *Gemeinschaft* (community). The nostalgic view of rural and agrarian communities involved relationships focusing on close, long lasting and personal connections, such as a family or neighbourhood. Tonnies believed the Industrial Revolution resulted in a new social grouping – *Gesellschaft* (society) – where social groupings were more urban, diverse and bureaucratic within industrialised cities. Tonnies considered interactions in these cities to be individualistic, fleeting and impersonal. He considered this to weaken a sense of community. Durkheim’s theory of anomie may be worth exploring here.

A contemporary theory of community by Manuel Castells explores how the use of information and communications technology (ICT) in industrialised cities has enhanced social networks and connections between individuals, highlighting the benefits of a network society. ICT reinforces and intensifies existing social patterns. Moral panics about the breakdown of community as lonely and disillusioned ‘netizens’ (cybercitizens) becoming addicted to online interaction are challenged. Castells argues these dystopian views are based on insufficient empirical evidence and nostalgia for the tight-knit communities of a past that never existed.

Students explore theories of community by conducting primary and/or secondary research on one specific community that addresses the experience of community detailed in the key knowledge. The primary research of a specific community should be led by the ethical guidelines established by The Australian Sociological Association (TASA). It is recommended that students contact the community and conduct an interview, perhaps attending a community event as a way of building a relationship with the community. A personal connection with a community, such as through relatives or friends, is one place to start when selecting the case study. Case studies could include sporting clubs, social justice organisations, computer gaming forums, and other small-scale communities such as a local church, synagogue, temple or mosque. If a community has a national or international presence (e.g. computer gaming forum) this can still be selected, provided that the student is able to complete the requirements of the study. Note that while students could investigate the ethnic group selected for Area of Study 2 in Unit 3, the distinction between a community and an ethnic group should be made explicit. It is not necessarily the case that all ethnic groups could be termed ethnic communities. If the same cohort were to be used, it should be noted that the framework for investigation in this area of study is different from that of Area of Study 2 in Unit 3.

The media file focus could include political, economic and social factors that have changed the experience of communities. Maintaining a glossary will assist students in their ability to adequately describe the community selected for their case study.

Key concepts for this area of study include:

- **Community:** a group of people who share social relationships through being geographically close to each other and/or being in regular contact with each other, and who share similarities, interests or ideologies.
- **Gemeinschaft:** relationships on a community-level that are cohesive, close and long lasting. Used by Tonnies to describe pre-industrial social groupings that were familial and confined to small geographic boundaries.
- **Gesellschaft:** relationships on a societal-level that are individualistic and impersonal. Used by Tonnies to describe post-industrial and urban relationships in which people are more anonymous, private and busy.
- **Network society theory:** Castells argues that key social structures and activities in society are organised around electronically-produced information networks. These networks allow communication without personal physical contact. Rather than individuals being socially isolated and disillusioned, positive connections are facilitated.

In Area of Study 2 students analyse how social movements can influence social change in parts of the population or an entire society. For the purposes of this study, the concept of power used is that defined by Max Weber who declared power to be the ability to achieve desired ends despite resistance from others. Those individuals and groups within society who have adequate power are seen as possessing equality, whereas those who are denied power are seen as experiencing inequality.

The deprivation theory argues that social movements form to correct social inequality, particularly unjust economic conditions. New social movement theories assert that participants are motivated by quality of life issues rather than economic concerns. The social movement in Australia for paid maternity leave, for example, was a combination of deprivation and quality of life causes.

Sociologists have identified that social movements move through a series of stages, commencing with emergence where members have a perception that all is not well. For example, individuals who feel they lack enough income, safe working conditions, citizenship or human rights may organise a social movement to bring about a more just state of affairs. The second stage – coalescence – involves leaders determining policies, deciding on tactics to be used, building morale, and recruiting new members. To become a political force, a social movement must become an established bureaucratic organisation – the third phase. Eventually, most social movements begin the final phase of decline, often due to goals being met, organisational failures and loss of faith in the movement's leadership.

After exploring the nature of social movements in general, students examine two specific social movements in detail. One of the specific social movements must incorporate an environmental movement. They may be operating at a local, a national or an international scale. Both social movements should be examined in their contemporary context and be at a stage where their impact on social change so far has been commented on in a range of media sources. This will allow for greater access to secondary research.

Social movements are classified in terms of who is changed and how much change is occurring. Alternative social movements seek limited change to part of the population. Redemptive social movements also target specific people, but they seek radical change. Reformative social movements seek limited social change but target everyone. Revolutionary social movements are the most extreme of all – seeking the transformation of an entire society.

Teachers may prefer that all students research the same social movement, or allow students to choose from a list of possible social movements, or empower students to individually select social movements that have personal relevance. Each approach has benefits and limitations that are best judged by the individual teacher based on the unique student cohort. As one of the social movement case studies

must incorporate the environment, teachers may choose to select this case study in advance and prepare research materials and resources for students. This approach would inform students of academic expectations and allow them to select a suitable case study for the second social movement.

Population sustainability is a social movement that incorporates several environmental issues including water, food and waste. The Department of Sustainability, Environment, Water, Population and Communities: <[www.environment.gov.au/](http://www.environment.gov.au/)>, Australia 21: <[www.australia21.org.au/](http://www.australia21.org.au/)>, Melbourne 2030: <[www.dse.vic.gov.au/melbourne2030online/](http://www.dse.vic.gov.au/melbourne2030online/)> and Australia 2020: <[www.australia2020.gov.au/topics/sustainability.cfm](http://www.australia2020.gov.au/topics/sustainability.cfm)> have published extensive research material that could be supplemented by other specific research material relating to the chosen topic. For example, the Victorian Women's Trust began the Watermark Project in 2000 and published a comprehensive book 'Our Water Mark' available at: <[www.watermark.org.au/](http://www.watermark.org.au/)>.

The nuclear disarmament social movement can be accessed through the Department of Trade and Foreign Affairs: <[www.dfat.gov.au/security/index.html](http://www.dfat.gov.au/security/index.html)>, International Campaign to Abolish Nuclear Weapons: <[www.icanw.org/](http://www.icanw.org/)> and Nautilus Institute: <[www.nautilus.org/](http://www.nautilus.org/)>. The fair trade movement can be accessed through the World Fair Trade Organisation: <[www.wfto.com/](http://www.wfto.com/)>, Fair Trade Association of Australia and New Zealand: <[www.fta.org.au/](http://www.fta.org.au/)>, and Oxfam: <[www.oxfam.org.au/explore/trade/make-trade-fair](http://www.oxfam.org.au/explore/trade/make-trade-fair)>. Other social movements that have extensive printed and online research material include same-sex attracted rights and slow food.

Key concepts for this area of study include:

- New social movement (NSM) theory: post-industrial social movements from the late 1960s onwards that placed greater emphasis on alteration of social and cultural values, signalling a departure from conventional political movements. Although NSMs are characterised as having a distinctive social base, means of action and organisation different from conventional political movements, this has come under challenge, for example in their increasingly formal structures.
- Relative deprivation theory: a theory that suggests that people feel deprived of goods, services, resources or comforts only when they compare themselves unfavourably to another person or group. It involves a subjective frame of reference.
- Social change: inducing a difference to the condition of social organisation or structure. Often arises following change to political, economic, technological and social institutions.
- Social movement: a collective organisation of people with a shared interest in deliberately encouraging or discouraging some kind of social change. They can operate at a range of scales, including local, regional, national and global. Common areas include broad aims in the areas of political rights, labour rights, ecological issues and peace, or issues specific to local areas, such as issues in education, town planning and so on.

## Example activities

### AREA OF STUDY 1: Community

#### Outcome 1

Explain the experience of community and analyse and evaluate a specific example with reference to the theories of Tonnies and Castells.

#### Examples of learning activities

why is 'community' such a difficult concept to define?; compare and contrast different definitions of community using a standard dictionary, encyclopedia, sociology dictionary and sociology textbook; discuss why the definition is so contentious

construct a multimedia presentation with illustrative examples of gemeinschaft/traditional communities and gesellschaft/modern communities as informed by Tonnies; explore the benefits and limitations for members of each type of community

Tonnies described gesellschaft as a post-industrial society with little sense of community; Does this describe contemporary Australian society?; argue whether a sense of community in gesellschaft can exist using Castells' network society theory

write a film analysis of the feature documentary 'Community Cop' about the relationship between young people and local police; consider differences in the experience of community, and how a sense of community can be maintained and weakened; classroom activities are available at: <[www.screenaustralia.gov.au/showcases/communitycop/CommCOP\\_TN.pdf](http://www.screenaustralia.gov.au/showcases/communitycop/CommCOP_TN.pdf)>

examine a community issue in the news; explain the different perspectives within the community, including how it was supportive and inclusive and at the same time obstructive and exclusionary

prepare an extended response that analyses the impact of the Internet on the experience of community for young people living with a serious illness or disability: <[www.livewire.org.au/](http://www.livewire.org.au/)> and seniors: <[www.broadbandforseniors.com.au/](http://www.broadbandforseniors.com.au/)>

use a 'Lotus Diagram' graphic organiser at: <<http://vels.vcaa.vic.edu.au/support/graphic/>> to explore the influence of political, economic, environmental, technological and social change on communities; the central square identifies the issue of changes to community experience; the inner squares list causes for the change, including political, economic, environmental, technological and social factors; the outer squares represent examples of the impact of the causes of change

research the drag racing community <[www.andra.com.au/](http://www.andra.com.au/)> and explain how economic, social, political and environmental factors have had, or could have, an impact on the community experience of members

compare two recent social planning initiatives by the government to evaluate how it has 'planned' for a sense of community

design a submission for an ethics committee outlining the nature of the research, risks involved and participants' rights

a group of three students explore the sense of community within one community from different perspectives; student A identifies examples of how the sense of community has been maintained, student B identifies how it has been strengthened, and student C identifies how it has been weakened; all students discuss their findings and evaluate whether the different experiences occurred simultaneously, were causal, or were experienced in the same way by all community members

**Detailed example****SOCIAL PLANNING IN MELBOURNE**

Social planning aims to increase community wellbeing by ensuring that the government stays focused on addressing the needs and aspirations of the community in a fair, efficient and equitable manner. This can include community access to physical infrastructure as well as human services.

Students compare two recent social planning initiatives by the government to evaluate how it has 'planned' for a sense of community.

Recommended examples include Elizabeth Street Commonground Supportive Housing at: <[www.elizabethstcgsh.org.au/](http://www.elizabethstcgsh.org.au/)>, and Melbourne's Environmental Business District at: <[www.ecoinnovationlab.com/ebd](http://www.ecoinnovationlab.com/ebd)> also known as E-Gate or Eco-City.

Students prepare a research report that includes the following:

1. What is social planning?
2. Description of the community.
3. What political, economic, environmental and social factors influenced the development of the community?
4. What are the criteria for residents to join the community?
5. What are the rules and regulations residents must follow?
6. How could the perspective of the sense of community differ between residents?
7. What is being done to establish a sense of community?
8. Does the community relate more to the theories of community by Tonnies and/or Castells? Why? How?
9. What future scenarios could affect a sense of community? How?

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**AREA OF STUDY 2: Social movements and social change**


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**Outcome 2**

Analyse the nature of social movements and evaluate their influence on social change.

**Examples of learning activities**

visit the Do Something! website and choose a social movement being promoted at: <<http://dosomething.net.au/home.aspx>>; determine whether the social movement is alternative, redemptive, reformative or revolutionary by ascertaining who is changed and how much change is occurring; establish whether it is in the development stage of emergence, coalescence, bureaucratisation or decline

watch the Dick Smith's 'Population Puzzle' (2010) DVD; consult the ATOM teachers guide for an extensive range of classroom activities at: <[www.abc.net.au/tv/populationpuzzle/pdf/DSPP\\_ATOM\\_GUIDE.pdf](http://www.abc.net.au/tv/populationpuzzle/pdf/DSPP_ATOM_GUIDE.pdf)>; discuss how the population sustainability movement came into being and whether it conforms to the deprivation theory or new social movement theory

research how the New South Wales town of Bundanoon banned the sale of commercially bottled water at: <[www.bottledwateralliance.com.au/](http://www.bottledwateralliance.com.au/)>, or how the Tasmanian town of Coles Bay banned plastic bags at the check-out at: <[www.areyouready.com.au/home.php](http://www.areyouready.com.au/home.php)>; identify and justify the stage of the social movement according to theory (e.g. emergence, coalescence, bureaucratisation or decline)

visit the community advocacy website GetUp! and explore how power is used by the organisation and by those issues being targeted by a GetUp! campaign, for example the extended enrolment periods following the announcement of an election: <[www.getup.org.au](http://www.getup.org.au)>

use the 4'cing graphic organiser – challenge, choices, consequences, conclusion – see <<http://vels.vcaa.vic.edu.au/support/graphic/>> to evaluate the influence of social movements on social change; the centre square represents the challenge to be explored, such as 'How has the Fairtrade social movement influenced social change?'; the four 'choices' squares could include number of sales of Fairtrade products, the number of Fairtrade producer organisations, the number of products carrying the Fairtrade Certification Mark, and response from multinational corporations; research the consequences or evidence relating to each of the choices and use this information to develop a conclusion

produce a written report that examines the population sustainability debate in Australia; select an environmental issue related to population sustainability, such as water, food or waste, and evaluate future implications

conduct a whole-class case study on environmental sustainability; visit CERES to learn about land, water, recycling, renewable energy and sustainability in the setting of an urban village; the excursion programs include hands on, interactive experiences; CERES also provides an incursion program with workshops run at school; research CERES more broadly as a specific social movement

participate in an excursion or incursion as part of research into a specific social movement; for example, Otesha runs workshops in consumerism, climate change, fair trade and food at: <[www.otesha.org.au/](http://www.otesha.org.au/)>, and The Natural Resources Conservation League promote the importance of sustainable utilisation of natural resources, and provide hands-on encounters with plants, soil, water, and wildlife in their workshops at: <[www.nrcl.org.au](http://www.nrcl.org.au)>

**Detailed example****POPULATION SUSTAINABILITY IN AUSTRALIA**

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Population sustainability refers to the 'optimal' population levels and growth by taking into account potential effects on the environment, the economy and resources.

Students produce a written report that examines the population sustainability debate in Australia by selecting an environmental issue related to population sustainability, such as water, food or waste, and evaluate future implications.

Students could:

- describe the population sustainability social movement;
- describe the circumstances in which the movement developed (e.g. deprivation/new social movement theory);
- identify whether the social movement is alternative, redemptive, reformative or revolutionary;
- identify the current stage of the social movement (e.g. emergence, coalescence, bureaucratisation or decline);
- explain in what ways power is used by the government, NGOs and individuals in promoting or eroding the movement;

- contemplate what else could be done to promote the movement; and
- evaluate anticipated changes that could occur as the movement is integrated into the Australian mainstream culture.

**Suitable Resources**

Books: *Consuming Planet Earth* <[www.consumer.vic.gov.au/](http://www.consumer.vic.gov.au/)>; *Our Water Mark* <[www.watermark.org.au](http://www.watermark.org.au) >

Online publication: 'Living Sustainably: the Australian Government's National Action Plan for Education for Sustainability' <[www.environment.gov.au/education/publications/pubs/national-action-plan.pdf](http://www.environment.gov.au/education/publications/pubs/national-action-plan.pdf)>

Website: ABC TV <[www.abc.net.au/tv/populationpuzzle/index.html](http://www.abc.net.au/tv/populationpuzzle/index.html)>; Australia 21 <[www.australia21.org.au/](http://www.australia21.org.au/)>; Australian Population Association <[www.apa.org.au/index/home](http://www.apa.org.au/index/home)>; Centre for Population & Urban Research <[www.arts.monash.edu.au/cpur/](http://www.arts.monash.edu.au/cpur/)>; Department of Sustainability, Environment, Water, Population and Communities <[www.environment.gov.au/](http://www.environment.gov.au/)>.

Video: Dick Smith's 'Population Puzzle' (2010); 'How Many People Can Live on Planet Earth' (2009)

## NOTES

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