



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

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IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2006–2011

The accreditation period commences on 1 January 2006.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, 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*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at 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 an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment 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

RATIONALE

Australians are experiencing major changes in most aspect of their lives. We observe transformations taking place in a number of fundamental social institutions such as families, education, the state and the workplace. Some of these changes are shaped by rapid developments in information and communication technologies, as well as by new economic and political arrangements integral to the process of globalisation. Other developments have been instigated by social movements such as women's rights, human rights, environmentalism, self-determination for Indigenous people, and trade union activity.

Sociology is a modern discipline that provides insights into social change, our identities and social relations. Like most other academic disciplines, however, there is not one sociology, but many different sociologies or theories, and each of these offer different ways of seeing and knowing the world.

One benefit of studying sociology is that it encourages us to become aware and to think about the everyday things we usually take for granted. Sociologists ask questions like: Why do we act in the ways we do? What assumptions am I making and why do I assume that? Why, for example, do we dress, eat and generally live in the ways we do? Why do we see a particular group or phenomenon in the ways we do? Students will be encouraged to question their assumptions and to reflect on their understandings and ideas about social relations.

The study of Sociology broadens students' insights into key sociological frameworks and social institutions, enabling them to pursue further formal study at tertiary level or in vocational education and training settings. Sociology also provides valuable knowledge and skills for participation in contemporary society.

AIMS

This study is designed to enable students to:

- develop a basic knowledge of sociology;
- begin developing a sociological framework and understand how to apply it to the Australian context;
- further develop their critical faculties;

- identify some of their own assumptions and reflect on their ideas about social relations, institutions and processes;
- acquire knowledge of Australian social issues;
- develop awareness of their role as social actors;
- develop knowledge of key concepts such as youth, family, community, globalisation, Australian institutions;
- develop skills in social analysis;
- understand change processes and responses to them.

STRUCTURE

The study is made up of four units.

Unit 1: Youth

Unit 2: Family, education and the workplace

Unit 3: Community, culture and society

Unit 4: Citizenship and globalisation

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and 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 notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of 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 during the teaching year of schools and studies to be audited and the required material for submission.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies 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 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 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 year's *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 the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's 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 year's *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

This unit explores the way Australians think about youth and adolescence as social categories, and the experiences of young people. Since the mid-1970s, young people have experienced major changes such as the collapse of the full-time youth labour market, increasing job insecurity, an emphasis on education and training and the impact of new technologies. Issues between generations are further crystallised by an ageing population, declining mortality and decreasing fertility rates. This means a major change in the youth–elderly dependency ratios. This new demographic trend raises significant resource, social and justice issues for Australia. It raises sociological questions about distributive justice, and the nature of obligations to future generations.

While we continue to be informed through institutions like the media about the perennial experiences and problems of youth, it is also evident that there are major issues unique to the current generation. These issues include the material richness and apparent range of choices in many young people's lives. The changing media environment also affects the identity and experience of being young. More specifically, the interactional and relational possibilities of different media help frame new social contexts for the communication and mediation of culture. We observe newly emerging styles of masculinities and femininities that combine in fascinating ways with changing cultural and ethnic identities. This unit examines stereotypes of young people in a context characterised by a rich diversity in the ways young people live.

AREA OF STUDY 1

The category of youth

This area of study explores how Australians have thought about youth and adolescence as social categories, and how being young has been variously experienced. It examines the concept of social categories like adolescence and youth, how such classifications are used to convey ideas about young people and how these categories change over time.

This area of study explores the idea that adolescence is a stage in the life cycle characterised by stress, turmoil and confusion. It also considers whether or not all young people by virtue of their age share common experiences, interests, characteristics and values. Can the youth category be reduced to a homogenous group or 'essentialised'? Do parents, and a range of professionals construct and impose characterisations and expectations that see young people as unreliable, difficult and rebellious or cool, attractive and privileged? What are some of the popular and commonplace ways of identifying groups of people through identity markers like age, dress, music and other age-specific behaviour? Do

these identity markers overlook differences and conflicts that exist within and between young people? To what extent should differences based on ethnicity, religion, gender, class, language-use, location (cities or regions), or access to different technologies be taken into account in any investigation of Australia's young people?

This area of study examines the category of youth and how it was developed and is maintained, and has been subject to legal, political, and social-cultural change. It focuses on essentialist ways of thinking about young people as well as demographic shifts. It also explores issues of intergenerational equity.

Outcome 1

On completion of this unit the student should be able to discuss in an informed way the idea that youth and adolescence are social categories.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the category of youth and adolescence and how they were developed in popular culture, amongst various experts, in government agencies and the media;
- the dominant meanings given to the categories of youth and adolescence, and how they may differ from the experience of being young;
- social differences, such as ethnicity, age, class, rural/urban location and gender, affecting the experience of being young;
- issues concerning essentialist thinking about youth such as government policies and stereotyping.

Key skills

These skills include the ability to

- gather and use a wide range of source material;
- identify key factors that have contributed to the definitions of youth and adolescence as social categories;
- compare definitions and representations of the youth and adolescent categories;
- critically analyse 'youth' social categories and the various kinds of power exercised over them.

AREA OF STUDY 2

The experience of being young

This area of study focuses on how the experience of being young has changed, particularly over the past fifty years. To what extent have social, legal, economic, technological and cultural changes re-shaped the lives of young people? For example, what role has been played by new technologies, changes in the labour market, emergent demographic trends and shifts in family relations? What are the major issues affecting young people today, such as the labour market, training and education, illicit drug-use, juvenile crime, homelessness, health and various kinds of youth.

Students focus on how young people are represented in government policies and in the media, and how they use and produce various forms of media. Attention is also given to 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.

This area of study also examines the meanings of citizenship and governance of young people. It investigates the extent to which young people participate in democratic practices and are respected as citizens in terms of their rights and responsibilities. What rights do young people enjoy in Australia, and do older people have obligations toward young people? What opportunities and entitlements are available for young people to participate in democratic practices?

Finally, students look at the implications of emergent demographic trends for issues of intergenerational inequity and related justice issues, for example, fairness of access to resources across generations and the nature of our moral obligations to future generations.

Outcome 2

On completion of this unit the student should be able to explain the key changes influencing the experience of being young in contemporary Australian society.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- changes in the experience of being young due to factors such as unemployment, education, demographic shifts, intergenerational inequity, changes in family relations, and use of new technologies;
- changes in youth experience due to government policies (such as work-for-the dole and the youth wage);
- changes due to new cultural formations such as dress, music, media.

Key skills

These skills include the ability to

- gather and use a wide range of relevant source material;
- use a range of core concepts such as youth, generation, equity, work, education and technology;
- identify sources of change in contemporary Australian society.

Outcome 3

On completion of this unit the student should be able to analyse how young people are represented in institutional and government policy, the various strategies used to govern young people and their participation in democratic practices.

To achieve this outcome the student will draw on knowledge and related skills outlined in areas of study 1 and 2.

Key knowledge

This knowledge includes

- the meaning of key concepts such as democratic practice, citizenship, entitlement, governance, rights, obligations, responsibility and exclusion;
- representations of youth issues related to institutional and government policies;
- social changes that have affected the experience of being young;
- strategies used to regulate young people.

Key skills

These skills include the ability to

- gather and use a wide range of relevant source material;
- apply a range of relevant core concepts;
- analyse representations of youth;
- analyse the role of government and other key agencies in the making of youth-related policies.

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 skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 skills being assessed and to provide for different learning styles.

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

Demonstration of achievement of Outcomes 1, 2 and 3 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:

- a media report;
- a report of an interview;
- an essay;
- a case study;
- a test;
- a written report;
- a film analysis;
- an annotated graphic exercise;
- a multimedia presentation.

Unit 2: Family, education and the workplace

This unit investigates three central social institutions: the family, education and the workplace. Each of these institutions is central to our individual and collective identities and have undergone major recent change. It is not unusual to hear reports of the ‘death of the family’. Both the structure and experience of education has also changed dramatically over the last few decades, and since the mid 1970s, the labour market has changed substantially.

In the recent past, the ideal or typical family was said to be the ‘nuclear family’ consisting of a father, mother and children. It was imagined to be a universal institution that was good for all. More recently, factors such as globalisation, feminism, individualism, technology, changes in the labour market, and government policies have been identified as influencing this view of the family. Sociologists, however, observe how families have always taken diverse forms at different times and in different societies, and that in a multicultural society like Australia, different communities have different kinds of families and experiences of family life.

Family can also be a deeply political issue and is often central to debates in the media, churches, expert groups and governments. Claims that the family is in decline and questions about issues like the virtue of paid maternity leave and same-sex marriages inform contemporary debate.

As employment opportunities have declined, younger people are spending more time in education or training than ever before. This has combined with the idea of life-long learning and the practice of people returning to education throughout their life. People experience quite dramatic career changes, and this has coincided with the demise of full-time secure work that men experienced before the mid 1970s. There has always been a special synergy between education and work. Education has served as a training ground; it has helped young people and newcomers to learn social skills like language, cultural understandings and certain customs. Schools also help manage ‘the young’ section of the population, seen to require close supervision.

AREA OF STUDY 1

The family

This area of study explores different definitions of the family and the way families have changed, while also considering possible future forms families may take. It begins by considering concepts such as nuclear, extended and blended families. Students will consider the following questions: What variety

of family forms is found in different cultural groups? Is there a single universal family type called the nuclear family? How do new technologies, government policies, and the media have an impact on families? What are the major economic, social, political changes that have had significant impact upon Australian families?

Consideration is given to the key influences on contemporary family life. For example, are increasing divorce rates, changing gender roles, the growth in single parent families and childless households evidence that the family is in decline? Moreover, why is 'the family' such a controversial issue in public debates, and why are governments so concerned with families? The unit explores issues like whether being a mother ought to mean being nurturing, a wife, a home-maker, and whether this is a natural role for women. Similarly, is the natural and socially appropriate role for men that of father, protector and breadwinner? Is the nuclear family an outmoded social arrangement? Is it good for children to have 'stay-at-home dads' while mum goes out to work? What are the social implications of gay parenting? And, is it important to acknowledge different family forms as legitimate?

Outcome 1

On completion of this unit the student should be able to identify and analyse the various forms of families in Australia and the social implications of their diverse forms.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- definitions of family in its various forms, as well as the meanings and controversies attached to the idea of the nuclear family;
- the influence of demographic, cultural, economic, technological and social developments on the ways people create and maintain family relations;
- key players in the debates about the family, such as the media, churches, child advocate groups, and feminists, and the arguments and evidence they advance;
- the impact of government policy on family such as youth allowance, child endowment, family leave, Austudy.

Key skills

These skills include the ability to

- access and use a variety of source material including key texts and government literature, pamphlets and statistics;
- identify how experiences and representations of family life have changed in contemporary Australia;
- analyse key factors that have changed family life;
- analyse how these changes are experienced and represented.

AREA OF STUDY 2

Education and the workplace

Educational institutions have shaped the lives of Australians, the economy and other major institutions like the family and have undergone major changes in recent years. These transformations have been brought about by new technologies, government policies and changes to the labour market. The mid 1970s is generally recognised as the watershed when the bulk of these changes took place in the context of global transformations. Before then most men enjoyed full-time and secure waged work, while many women provided unwaged largely unrecognised domestic labour, with some working part-time for an income. But since the mid 1970s there has been a steady decline in full-time, secure employment. The full-time youth labour market collapsed and there was an increase in part-time, short contracts, and temporary work. Despite the gains for women, their employment participation rate remains lower than that for men, and they still typically earn lower incomes. As the levels of joblessness increased, especially amongst young people, so did education participation rates. From the late 1970s more young people stayed on in some form of education, to the point where university has become a mass education institution.

Education has long been seen as important for teaching employment related skills and knowledge as well as a means for securing the 'next generation' of good citizens. A further popular view about education is that a link exists between it, waged work, and the economy. This area of study surveys the various ways waged work has changed in recent years and how those 'developments' are affecting people's social lives, their relationships, and whether the changes are helping to re-shape other social institutions. Is there a difference between work and labour? Is there an unemployment and under-employment problem? How have government responses to unemployment affected lives and ideas about work (work-for-the-dole, mutual obligation)? Is it important to have a work ethic? How have labour market changes affected family life, traditional gender roles and the economy.

This area of study will investigate the socioeconomic, cultural and social roles of education and work in contemporary Australia. It will consider the contemporary role of institutional and public education as well as identify the various forms of training and education and their relevance to waged and unpaid work. It will explore some of the public debates about education. It will enable students to identify and discuss changing representations and experiences of work, and the impact of changing work practices on a range of social institutions, including family life, home ownership and consumption as well as religious institutions and unions.

Outcome 2

On completion of this unit the student should be able to describe and analyse the various changes that have taken place since the mid 1970s in the workplace and in educational institutions, and the social impact of these changes.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the current state of the labour market and education and the main ways that these institutions have changed;
- how those transformations have shaped work, study and a range of social identities (students, workers, the unemployed);
- the idea of the work ethic and whether it relates to citizenship entitlements and obligations;

- key players in the debates about work and education, such as unions, education interest groups, employer groups, and the arguments and evidence they advance;
- the relationships between family, work and education.

Key skills

These skills include the ability to

- access and use a range of source materials;
- identify and be able to use a range of relevant core concepts;
- analyse and evaluate evidence used in debates about work and education;
- think critically about the issues and material covered in the unit.

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 skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 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:

- a photographic exhibition and commentary;
- a case study;
- an interview and report;
- an annotated graphic exercise;
- an essay;
- a report;
- a review of family, education, work-specific journals or magazines;
- a film analysis;
- a media report;
- a research essay;
- a multimedia presentation.

Unit 3: Community, culture and society

This unit explores the ways Australians have thought about the idea of community and how we experience various forms of community. The idea of community has been a consistent point of reference in all societies. Why do people continue to form attachments either to particular places or to certain kinds of people and refer to that connection as ‘community’?

This unit explores the changing definitions and experiences of community and the challenges to it posed by political, social, economic and technological changes. Students explore whether the idea and experience of ‘community’ continues to be useful, and in what ways it connects to our sense of being a particular kind of person. In an era of globalisation, what place is there for local attachments or broader attachments to ‘an Australian community’? Can a nation like Australia be assumed to have a single set of values, beliefs, culture and set of stories about our identity? Are shared values, narratives and history necessary for community? In what ways can reconciliation shape an Australian identity? How do events like the arrival of refugees on Australian shores inform our national identity?

AREA OF STUDY 1

Community and society

This area of study explores the diversity of meanings associated with the concept of community. An important set of meanings evolved in the nineteenth century when many Western societies were experiencing the Industrial Revolution. The nineteenth century German sociologist Ferdinand Tonnies spoke of community to describe the changes that were taking place as rural agrarian communities disbanded and migrated to the new industrialised cities. The work of early sociologists like Tonnies and Max Weber continue to shape our understandings and debates about community.

Debates about community tend to be polarised. One view sees the loss of community characterised by a movement from a small-scale, intimate, friendly society with close knit social relations to an increasingly urbanised, mechanistic world, often portrayed as cold, alienating and impersonal. The second position views contemporary society as a liberating and exciting world with multiple opportunities to form new communities.

More recently the idea of community has become a central part of communitarianism which has inspired ‘third way’ thinking in Australia and many other post-industrial countries. This emphasised the idea of community building, neighbourhood renewal, reciprocal obligation and participation. ‘Third wayism’ is a blend of economic liberal fiscal policies with some regard for social equity, and is influenced by writers like Sen (1992), and Itzioni (1993), who have attempted to revise traditional social democratic concerns about equality by emphasising social capabilities.

This area of study focuses on the various ways the idea of community has been defined; for example, as a group residing in a particular locality, such as a suburb, rural Australia, or as groups that share specific values, interests and activities: religious, ethnic, linguistic, occupational, cultural, sporting activities, or even a common age. It investigates how definitions of community involve practices of inclusion and exclusion. It enables students to think critically about the range of views and representation of community. Generally, community is represented as a positive experience and social phenomenon, yet it can be a destructive force, for example in ethnic riots and conflict. This area of study investigates different forms of attachment and identity in Australia. Why is it that for many Australians attachment to a local community is signified by identification with a local school or a local football team? How relevant is it now to talk about 'virtual communities' of people who share some interest or commonality in cyberspace, which has been made possible through new technologies?

Outcome 1

On completion of this unit the student should be able to analyse the key issues involved in and changes to the concept of community.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the sociological concept and history of 'community', including the various meanings attached to the concept;
- the way changes in economic, social and political institutions have affected the experience and representations of community;
- factors that help both maintain and weaken a sense of community;
- the dual or ambiguous nature of community as supportive and inclusive, and as obstructive and exclusionary;
- the role of government agencies in promoting or eroding community, and the place of community in the development of government policies affecting people of non-English speaking backgrounds or Aboriginal and Torres Strait Islander peoples;
- changes to communities and identities due to globalisation and access to new information technologies.

Key skills

These skills include the ability to

- gather and use a wide range of source material;
- explain different meanings attached to the concept of community;
- critically analyse a range of factors involved in the way people identify themselves as belonging to a particular kind of community;
- identify and be able to use a range of core concepts.

AREA OF STUDY 2

Australian cultural communities

Much of Australia's history since 1788 has involved encounters between Aboriginal and Torres Strait Islander peoples and non-Indigenous settlers. This process resulted in a high death rate among Aboriginal and Torres Strait Islander peoples as they contracted diseases brought by colonisers and conflicts over land. As a result Aboriginal and Torres Strait Islander people's ways of life changed; for example, their access to cultural practices and family relations were profoundly altered. The historical process of relocation and dispossession of Aboriginal and Torres Strait Islander communities and successive waves of migration has helped define and challenge a sense of community in Australia. Issues about these experiences remain central for the twenty-first century. Why have issues of identity, locality, and change figured prominently in both the politics of Aboriginal and Torres Strait Islander land rights and on the part of the advocates of multicultural policies?

As Australian society evolved, it was shaped and reshaped by waves of immigration. In the second half of the twentieth century a mass immigration program changed the ethnic and cultural identity of Australia. In the 1970s, the Government adopted a policy of formally recognising multiculturalism. The steady arrival of people from different lands has made Australia into one of the most culturally rich and diverse nations in the world.

This area of study explores relationships between cultural communities in Australia, focusing understandings and experiences of community related to Aboriginal and Torres Strait Islander peoples and multiculturalism. It also explores the idea of a single national culture, its meaning, possibility and desirability.

Outcome 2

On completion of this unit the student should be able to analyse key debates on the concept of culture.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the content and meaning of culture and multiculturalism;
- the impact of globalisation on national culture;
- the role of government in developing policies with Aboriginal and Torres Strait Islander peoples in areas such as self-determination, housing, justice issues, land rights, reconciliation, education and health;
- debates about multiculturalism, immigration and refugees;
- the meaning and potential of national culture.

Key skills

These skills include the ability to

- access and use a range of source materials;
- use a range of core concepts;
- analyse the role of key government policy in respect to Aboriginal and Torres Strait Islander peoples;
- evaluate the role of government policies in fostering multiculturalism;
- analyse arguments and evidence concerning a national culture.

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 an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 to the study score.

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

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 an assessment handbook published 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 optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse the key issues involved in and changes to the concept of community.	50	Any of one or more of the following formats: <ul style="list-style-type: none"> • a case study • a multimedia presentation • an essay
Outcome 2 Analyse key debates on the concept of culture.	50	<ul style="list-style-type: none"> • a report • a test.
Total marks	100	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4: Citizenship and globalisation

This unit explores the process known as globalisation, entailing the rise of an information society, and the implications of this for democracy and citizenship. It raises questions about the very meaning and experience of citizenship in a globalising world.

Globalisation refers to a range of complex processes and factors. These include the rise of powerful and wealthy multinational corporations, global financial markets, an increasing international commitment to freer trade, the erosion of borders and better access to new global information systems.

The twentieth century saw the consolidation of democratic nation-states, the rise of welfare states and post-industrial economies. Now, at the start of the twenty-first century, there is popular concern that globalisation is changing national boundaries, that national governments can no longer manage the affairs of state for their citizens and the environment. It is argued that this could result in limitations on the power of governments and communities to make decisions on matters of importance to them, with consequences for democracy, the experience of citizenship, the 'welfare state' and the future environment.

Alternatively, some people argue that globalisation has the capacity to promote universal concepts of human rights and diminish some of the negative effects of nationalism. Globalisation is also seen as vital for increasing material standards of living, improving access to information technology and increasing the capacity of people to mobilise information and political resources to promote political processes.

AREA OF STUDY 1

Citizenship

Ideas about citizenship, egalitarianism and social justice have played a key role in Australia through most of the twentieth century. Australia developed distinctive ideas and practices about citizenship after Federation in 1901. These included compulsory voting, the basic wage, a centralised industrial relations system, and a system of universal social welfare benefits.

This area of study explores definitions of citizenship, the implications of those definitions and the differing experiences of groups such as young people, women, immigrants, rural and regional Australians and Aboriginal and Torres Strait Islander peoples. It also investigates current debates about citizenship and the implications for Australians in the twenty-first century and how these relate to issues of social justice and egalitarianism. How much is citizenship a political, social or economic achievement? Is there a point at which a society based upon democracy and citizenship becomes

compromised by economic and political inequality? Can we consider ourselves a democracy when large numbers of people are prevented from participating in social democratic practices because, for example, they are 'too young'?

Outcome 1

On completion of this unit the student should be able to evaluate the ways in which people define and engage in citizenship in the Australian context.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- definitions of 'citizenship' and their relationship to democracy and social justice;
- how experiences of citizenship differ according to gender, age and ethnicity;
- different ways that citizenship is interpreted and experienced in Australia, for example by young people, Aboriginal and Torres Strait Islander peoples, non-English speaking background groups, and rural communities;
- the rights and responsibilities of Australian citizens in a global world in relation to, for example, self-determination, refugees, the environment, aid issues, the UN Declaration of Human Rights;
- debates about citizenship and democratic practice, and implications of these for Australians in the twenty-first century, for example the Republican debate, a Bill of Rights, welfare state, immigration, and privacy;
- the role of government, the media and communication technologies in promoting or eroding active citizenship.

Key skills

These skills include the ability to

- access and use a range of source materials;
- reflect and critically evaluate concepts of citizenship, globalisation and multinational corporations;
- identify and apply a range of core concepts;
- analyse debates about citizenship;
- understand the role of government, the modern media and the Internet in promoting or eroding democracy and active citizenship.

AREA OF STUDY 2

Future directions in Australian society

This area of study focuses on future directions in Australian society and the impact of globalisation. There is widespread discussion about the impact of globalisation on the nation-state, the local community and the values and practices associated with democratic participation. There are suggestions that governments have reduced ability to take decisions which affect their citizens because of the enormous power of multinational corporations. Such corporations possess an increasing capacity to take decisions in a world where national boundaries are becoming less relevant.

Alternatively, globalisation can be seen as promoting democratic political processes through providing better access to more information and communications technology. People in remote rural areas, for example, can have access to libraries, government departments, lobby groups and international organisations. It is argued that globalisation means multinational corporations can raise living standards by introducing new technologies and skills into the workplace.

This area of study will investigate the effects of globalisation on Australian society and explore future scenarios for Australian society. Decisions made about the validity of these kind of arguments, and actions taken in response to them, will have varying impacts on the future of the natural, social, economic and political world.

Outcome 2

On completion of this unit the student should be able to evaluate the impact of globalisation on contemporary and future social life in Australia.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- economic, political and social definitions of globalisation;
- debates about globalisation;
- changes to social, economic and political life in Australia and its relationship to globalisation, for example in areas of work, immigration, recreation, culture and environmentalism;
- advantages and disadvantages of selected future scenarios, concerning, for example, environmental and social sustainability;
- how globalisation affects democratic practice and citizenship;
- the relationship between human rights and a democratic culture;
- ways in which people can influence and respond to changes associated with globalisation.

Key skills

These skills include the ability to

- access and use a wide range of source material;
- identify and apply core concepts such as globalisation, citizenship, human rights and democracy;
- analyse statistical quantitative and qualitative information on social and economic trends related to globalisation;
- reflect and think analytically about the role of citizens, government, and corporations in an increasingly globalised society;
- evaluate arguments and scenarios related to future social life in Australia.

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 an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 to the study score.

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

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 an assessment handbook published 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 optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Evaluate the ways in which people define and engage in citizenship in the Australian context.	50	An analysis of text-based or visual representation(s).
Outcome 2 Evaluate the impact of globalisation on contemporary and future social life in Australia.	50	Any one or more of the following formats: <ul style="list-style-type: none"> • a case study; • a multimedia presentation; • an essay; • a report; • a test
Total marks	100	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examination**Description**

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

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 a panel appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

Advice for teachers

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 required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and 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 a 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. For some outcomes, or aspects of an outcome, the assessment tasks are prescribed. The contribution that each outcome makes to the total score for school-assessed coursework is also stipulated.

Teachers should encourage students to be familiar with current discussions, reports, social trends and debates, many of which are available through the media or the Internet. Students should regularly read newspapers and access current affairs programs on radio or television. A topic-related file or folio could be maintained as a valuable resource for learning activities.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Sociology, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

Students could be encouraged to identify key concepts that can be inserted into search engines to access a range of material. Besides providing a rich source of material, this also provides teachers with opportunities to inform students about the various options for managing and presentation of electronic information (i.e. electronic filing and retrieval systems, use of animated material, spreadsheets etc.).


KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Case study	Planning, organisation and (written) communication
Essay	Planning and organisation, (written) communication
Report	Planning and organisation, (written) communication
Multimedia presentation	Use of information and communications technology, self management, planning and organisation, (oral) communication
Test	Problem-solving, planning and organisation

In completing work for this study, students may also demonstrate other key competencies and employability skills, such as working with others and in teams.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon .


Unit 1: Youth

AREA OF STUDY 1: The category of youth


Outcome 1

Discuss in an informed way the idea that youth and adolescence are social categories.

Examples of learning activities

 research written accounts of youth using sources such as the Internet, print media, historical accounts, novels, and autobiographies; discuss contemporary Australian accounts of 'youth', and ask how accurately the reports depict the lives of young people

research and write a brief commentary on what it means to be young within a particular social context, taking into account key identity markers such as age, sexuality, gender, ethnicity and religion; explain how these meanings might be shaped by their specific social setting; this can involve interviews with members of a particular community, and analysis of publications

 use the Internet and print media to research the origin and early formulations of categories like 'teenager' and 'adolescent'

use current issues of two or three leading magazines to identify the key features said to characterise a 'typical adolescent'; consider how these representations might influence the lives of certain groups of young people


compare and contrast two films about young people made over the last fifty years, e.g. *Rebel Without a Cause*, and *Heartbreak High*; report on the key characteristics of the young people depicted in the films; what social influences might inspire or shape those images?

analyse how a TV current affairs show or the press represent young people; in what ways is it a positive or negative representation, and what social factors might influence that account?

hold a class debate on 'typical adolescents' do exist: What is it that makes 'them' typical? How many students in the classroom actually fit that characterisation? What social factors might shape the idea of a typical adolescent?

identify the key problems with stereotypical thinking about categories like 'teenager', 'youth' or 'adolescent'

develop an annotated media file on newspaper reports on young people

 use the Internet to find out what the Victorian Department of Youth Affairs and federal Office of Youth Affairs have responsibility for and what age ranges they apply to 'Youth'

Detailed example**MEDIA REPRESENTATIONS OF YOUNG PEOPLE**

Develop an annotated media file based on a systematic survey over one or two weeks of news reports dealing with youth-related topics or news stories in a major newspaper. The task involves identifying both positive and negative representations of young people.

Include: A brief introduction to the issue of media representations of young people, a rationale explaining why a survey of media representations may be useful and what it can suggest about dominant community attitudes towards young people.

Identify and annotate at least ten stories about young people in the survey period, including relevant images (e.g. cartoons, photographs, graphs, maps).

Annotate each piece, identifying assumptions and claims about young people, e.g. whether young people are represented sympathetically, as heroes (sports champions, performing brave acts), as victims (i.e. as suicidal, unemployed) and/or as threats and problems (i.e. as louts and delinquents).

Analyse how the specific location of each story in the paper is significant, e.g. where the story was placed (front page, sports section etc.), whether photography was used, etc.

Summarise the material and present an overview of the ways the media represented young people, asking what social influences are likely to have informed these accounts.

AREA OF STUDY 2: The experience of being young**Outcome 2**

Explain the key changes influencing the experience of being young in contemporary Australian society.

Examples of learning activities

discuss key changes in the experience of being young since 1980s, including the disappearance of the full-time youth labour market and increased retention in schools and tertiary educational institutions



use the Internet to identify websites generated, established and used by young people and analyse how those sites are used; interview a small number of older people (parents, friends, neighbours) asking them how they spent time with their friends when they were younger, and make a presentation to the class on the findings

interview several young people (12 to 25 years) and several older people (over 30 years of age) about their experiences relating to employment and income security, and independence; write a report on your findings

research examples of contemporary and past (i.e. 1980s or 1990s) youth-related policies or programs run by the Federal, Victorian or by a local government; compare some of the assumptions made about young people and whether the policies or programs reflect a change in attitude towards young people

Detailed example**CHANGING TREATMENT OF YOUNG PEOPLE**

Study a policy or program developed in the last 10 years by a local, Victorian or Federal government that targets young people. It might, for example, relate to work-for-the-dole initiatives, university fees, youth housing, school-to-work programs or the youth wage. Consider why these policies were developed and their likely influence on the experience of being young.

Select and examine a similar policy or program that was developed in the 1960s, 1970s or 1980s that targets young people (e.g. conscription and draft resister policies, the abolition or re-introduction of university fees), and consider the likely rationale for their development as well as their influence on the lives of young people.

Write an essay that compares the content of the different policies or programs, the key assumptions

and reasons for the development of the policies, and consider how they may have influenced the experience of being young.

Students should:

- provide a brief introduction stating what question/s will be addressed in the essay and how the essay will be set out to answer the question/s
- describe how the content of the policies or programs are different
- identify official and unofficial rationales and assumptions that informed their development
- describe how those interventions influence the lives of 'target groups' of young people.

AREA OF STUDY 3: Youth**Outcome 3**

Analyse how young people are represented in institutional and government policy, the various strategies used to govern young people and their participation in democratic practices.

Examples of learning activities

discuss the concepts of 'adolescent' or 'youth', 'citizenship' and 'democratic practice': What does it mean to be a full citizen in Australia? Do young people in Australia engage in democratic practices in ways that make them citizens? Are young people always treated as citizens? Are there obstacles to the participation of young people in democratic practices?



research online and debate the United Nations Convention on the Rights of the Child and consider the status and treatment of young people; prepare a group report to the class

interview a young person about their views on specific current institutional (school, family, or business) or government policy, for example school discipline, public transport fares, legal driving age, uniform or curriculum policy, youth curfew policies, legal age policies relating to smoking, alcohol use, or voting, and report the findings

debate the proposition that: 'It is ridiculous to claim that young people can and ought to have full citizenship rights because they are not fully socially, morally and intellectually competent and productive.'

Detailed example**YOUNG PEOPLE AND THEIR LEGAL RIGHTS**

Debate the proposition that: 'It is ridiculous to claim that young people can and ought to have full citizenship rights because they are not fully socially, morally and intellectually competent and productive.'

One group will take the affirmative on this proposition, the other will take the negative. A three-person panel will award points for each presenter and make the decision on the winner of the debate. Members of each debating team may wish to consider the legal treatment of young people, e.g.:

- in shopping centres and similar spaces
- mandatory sentencing laws that have existed in WA and NT
- age-based discrimination in regard to youth wages

Rules of debating:

- each side has three speakers; each speaks for approximately five minutes
- the first affirmative defines the topic, outlines and begins the team's case
- the first negative either agrees with the affirmative's definition or redefines the topic, outlines the team case and begins the case for the negative
- the second affirmative rebuts and continues the case for the affirmative
- the second negative rebuts and continues the case for the negative
- the third affirmative rebuts, finishes and sums up the team's case
- the third negative rebuts and sums up the negative case, but cannot introduce new arguments.

Unit 2: Family, education and the workplace**AREA OF STUDY 1: The family****Outcome 1**

Identify and analyse the various forms of families in Australia and the social implications of their diverse forms.

Examples of learning activities

use the Internet to research the legal definition of a family used by the Australian Bureau of Statistics

discuss the claim that the nuclear family is both the traditional and universal form which families take



use a variety of texts and electronic databases to establish where and why the form of family called the nuclear family originated

outline the various forms that the 'family' takes, then interview people from your grandparent's generation, asking them for information about the dominant social attitudes about families that existed when they were young; write a class report that considers how attitudes and practices have both changed and remained the same



analyse how the TV show *The Simpsons* or *Home and Away* represents a conventional or unconventional view of family life and values; develop a multimedia presentation showing results of research

analyse a book, film or TV program which presents an unconventional view of family; debate the reasons why the view presented is unconventional, highlighting the role played by traditional family values relative to other less mainstream representations of family

Detailed example**REPRESENTATIONS OF FAMILIES**

Develop a twenty- to thirty-minute video project or PowerPoint presentation, with annotations, based on a systematic survey of the TV cartoon series *The Simpsons* or TV soap opera *Home and Away*.

Analyse how *The Simpsons* or *Home and Away* represents family life and values. Identify both positive and negative representations of the family and explain why they are seen this way.

Include:

- A brief introduction to the issue with some background information and a brief rationale.
- A brief account of why a survey of *The Simpsons* may be important and what it might suggest about various community views of 'the nuclear family'.
- Identification and annotation of at least four episodes.
- Annotations identifying assumptions that underpin the various roles played by key characters.
- Summarise the material and present an overview of the way the show represents family life and family values.

AREA OF STUDY 2: Education and the workplace**Outcome 2**

Describe and analyse the various changes that have taken place since the mid 1970s in the workplace and in educational institutions, and their social impact of these changes.

Examples of learning activities

discuss the claim that full-time, secure, waged and life-long work is a thing of the past and that 'life-long learning' and uncertain employment is the future



use a variety of electronic databases and media reports to establish how the decline in full-time employment and prolonged education has had a variegated impact on different sections of the population

interview at least five people who are now in their fifties, and ask them how their working lives and the workforce generally has changed since they left school, and what role they see education playing in people's lives today; write a class report on your findings

access statistical information on trends in unemployment, participation in the labour market and education since the 1970s from either the Australian Bureau of Statistics, or from a research centre that houses such information; write a report on what can be deduced from that information

Detailed example**NEW DEVELOPMENTS IN WORK AND EDUCATION**

Develop a class presentation that uses images (photographs), graphs, film, transcripts from interviews and/or visiting speakers to illustrate the key ways the workplace and education have changed since the 1970s, and how those developments have affected different sections of the population.

The task involves identifying the most significant changes and the main reasons for them, as well as the positive and negative ways they have influenced the lives of different sections of the population.

Include:

- A brief introduction to the issue and a general outline: factors that have helped bring about changes to waged work (e.g. the use of labour saving automation, economic recessions, the exportation of industry and labour to overseas countries where wages are low, the introduction of new management practices, changing demographics, the increased numbers of women entering the workforce etc.).
- A brief survey of changed attitudes and practices regarding education.
- A discussion about how the developments that have taken place in the workplace and education relate to each other.
- Information about how these changes have influenced the lives of different groups (i.e. women, men, young people, older workers).
- A summary of the main points covered.

Unit 3: Community, culture and society**AREA OF STUDY 1: Community and society****Outcome 1**

Analyse the key issues involved in and changes to the concept of community.

Examples of learning activities

explore the meanings of community, especially beyond the typically or conventionally understood notion of 'community' (e.g. consider the differences between the idea and experience of 'group', 'neighbourhood', 'networks', 'community' and 'society')

choose what you consider to be a community and document what makes it a community; explain why the characteristics identified make it a community; e.g. do members have things in common that make them a community, and if they do, why might the existence of shared interests or experiences make it a community?; does formal membership make it a community and what determines that membership?

identify and discuss the representations of community found in TV programs like *Neighbours* or in 'reality TV' programs like *Survivor* or *The Block*; explain how the program being studied communicates positive or negative connotations of community; discuss why these representations are portrayed (e.g. entertainment value, to appeal to a particular audience, to reflect or reinforce social expectations or values)

identify an example of the classic view of community (i.e. shared values, stories, heroes, assumptions about homogeneity); assess this model in the context of a modern democratic, multicultural, free-market society; are key assumptions underlying the classic model realistic and/or desirable in such a context?



research a virtual community on the Internet; describe the participants and how they use cyberspace to maintain their identity within the virtual community

Detailed example

VIRTUAL COMMUNITY IN AN AGE OF ELECTRONIC INFORMATION

Use a journal to document information gathered from research into a specific cyberspace community found on the Internet. This might include investigating chatrooms or entire websites that have been initiated, developed, maintained and used by people offering mutual support, information and a sense of shared unity or collective identity. They may involve people who share a commitment to a specific belief system, particular lifestyle, or hobby or who experience similar problems (i.e. medical, political, social), people who promote social movements like the Greens, or who hold particular religious beliefs.

From the information obtained, describe the key features of the cyber-community and how participants use new forms of communication. Consider also the meanings participants attribute to their experiences of collective life in cyberspace. Write a report that includes:

- A brief introduction with background information on the different ways communities have traditionally been identified or known.
- An explanation of how your case study provides insights into the ways new forms of communication and new social spaces create opportunities for communities that are different from more traditional experiences of community.

- A series of observations based on more than ten visits to not more than two different sites over a period of no less than four weeks, noting:
 - who uses the space, for what purpose/s and how often
 - the nature of the interaction/communication between participants
 - whether there are regular participants
 - whether there is evidence of a sense of community exhibited by participants.
- Summarise how this new form of social space does or does not lead to the creation of new kinds of community life and social action and the implications of this for the traditional ways of understanding community.
- The advantages and limitations of these new forums compared to more traditional arenas for communal life.


Summarise the material and present a view on the role played by the electronic media, such as cyberspace, in shaping contemporary community life.

AREA OF STUDY 2: Australian cultural communities

Outcome 2


Analyse key debates on the concept of culture.

Examples of learning activities


 use print and electronic texts to review the various meanings of the concept 'globalisation', identifying the negative and positive ways in which the word is used especially in regard to ideas about national culture

review the national multicultural policy framework and identify what 'multiculturalism' means for the idea of a national cultural, e.g. how much homogeneity does a national cultural need to be a national culture?

discuss the impact of the 'Information revolution' on the erosion or expansion of ideas of national culture; what changes have the new information technologies made to the experience of a national culture?

 identify one contemporary community in Australia that has been characterised by considerable controversy (e.g. local community, Aboriginal and Torres Strait Islander communities, religious communities); use an electronic database to access media reports to identify the main ways the culture/s of that community have been represented, and to collect information on any controversies related to the culture

interview members of a local community (e.g. sporting community, migrant communities, professional community) to collect information about whether or not they see themselves as having a culture, and if they do, how they describe that culture; ask whether they believe there is general agreement amongst others about the nature of that culture; identify any discrepancies in the different responses about the nature of the culture; from the information, produce a description on the key issues of concern and how they contribute to debates about culture

 establish how people who belong to a specific cultural group identify themselves; discuss factors like special language or dialogue, clothing and styles, food culture, special spaces, beliefs, use of symbols; produce a PowerPoint presentation that considers how the existence of so many different cultural groups relates to the idea of an Australian culture

review a text or documentary on an Indigenous community living in a large city or in rural Australia; summarise what cultural issues are said to be important to members of that community; consider also how culture plays a role in the inclusion or exclusion of members of that community from the broader (mainstream) community or other surroundings communities

outline what communities, if any, you believe you belong to; What is the culture of these communities? What role does culture play in the life of these communities? What cultural factors include or exclude people from belonging to a community, and do they lead to debate?

research a cultural group that bands together to practice certain forms of exclusion (e.g. residents of a suburb opposed to the establishment of a local prison or radioactive waste dump)

analyse government or a key institution's attempts to use policies and programs to improve the community life and wellbeing of members of Aboriginal and Torres Strait Islander communities

Detailed example**TOWARDS RECONCILIATION**

Write an assessment on a contemporary or historical policy or program where the intention has been to improve the quality of life for Indigenous people, e.g. Reconciliation, the Human Rights and Equal Opportunity Commission's inquiry into Racist Violence (1991); Victorian Aboriginal Justice Agreement (2000) Community Development Employment Projects Schemes (CDEP). Assess the program or policy and whether it has or is likely to achieve the objective of improving the quality of lives of Indigenous people.

Use journal articles, official documentation (e.g. *Hansard*) and media reports to gather material on both the policy/program and its impact on the lives of Indigenous communities. If possible, interview members of Aboriginal and Torres Strait Islander organisations.

Include:

- A brief introduction to the particular policy or program.
- The stated objectives of the policy/program as well as the strategies used to achieve the ends, including the involvement of Aboriginal and Torres Strait Islander peoples in the development of the policy or program.
- An assessment of whether the intended aims of the policy/program would improve the quality of Indigenous people's lives. Is there evidence to demonstrate the success or otherwise of the policy/program?
- The benefits and limitations of these policies for Australia generally and more specifically for Indigenous communities.
- Summarise the material and present a view about the achievements of the policy/program.

Unit 4: Citizenship and globalisation

AREA OF STUDY 1: Citizenship

Outcome 1

Examples of learning activities

Evaluate the ways in which people define and engage in citizenship in the Australian context.



use an Internet search engine to collect information on the key features of Australia's industrial relations system and its implications for Australia's wage earners; begin with the Harvester Basic Wage judgment of 1907, and follow through to the Howard Government's industrial relations legislation; write a report that explains why the Basic Wage decision of 1907 was important and how more changes to industrial relations law might impact on citizenship

research and write an essay describing how citizenship is defined in Australia (e.g. who is a citizen, who is not); consider also the implications of your findings for Australia's status as a modern democratic society

identify and review the rules of access to a particular public space in the light of your understanding of citizenship

research and write a report on citizenship rights and whether they are denied to certain groups

Detailed example

CITIZENSHIP AND PRACTICES OF INCLUSION AND EXCLUSION

Produce a written report that examines whether citizenship rights are denied in respect to particular issues. Select a case where a particular group in the community is denied access to space or activities taken for granted by others, for example:

- the exclusion of women from particular institutions (e.g. churches, businesses, education)
- the relative lack of access by Aboriginal and Torres Strait Islander peoples to waged work, health services, appropriate education, their own languages
- the existence of particular laws and cultural practices that lead to the segregation of young people in particular spaces
- the exclusion of migrant or other groups from citizenship rights (e.g. the right to vote)
- the detention of persons seeking refugee status.

Use texts, media reports and parliamentary debates to collect material about the official and unofficial rules and practices for exclusion (including local, State, Federal Government laws) that deliberately or unwittingly target particular groups.

Include:

- A brief introduction on the particular case/s using any relevant background information on the rules applied to include or to exclude.
- Details of the restrictions; how do the codes of practice operate to keep certain 'types' of people out? (e.g. do they target practices specific to certain groups? how are those being excluded identified?)
- What these exclusionary practices indicate about the ethics and democratic culture of the community.
- The advantages and limitations of these rules.
- How rules for inclusion and exclusion do or do not lead to the creation of a rich community life and democratic society.

Summarise the material and present a view about the role of power and key players in the creation and maintenance of a fair, equitable and democratic culture.

AREA OF STUDY 2: Future directions in Australian society

Outcome2

Evaluate the impact of globalisation on contemporary and future social life in Australia.

Examples of learning activities



use print and Internet sources to identify and evaluate definitions of 'globalisation' and 'social justice' in Australia

identify and review the international covenants established by the United Nations and establish the extent to which national, state and local governments comply with these obligations in regard to children and young people, Aboriginal and Torres Strait Islander peoples, environmental obligations, refugees

debate the claim that 'All Australians have a right to work and/or a right to income security'

examine the role of governments in protecting aspects of 'Australian culture', e.g. Australia's film industry, work practices, language, sport, music, and literature



use the Internet to research a report on the positive and negative role played by the electronic media in campaigns against environmental degradation or campaigns against torture and illegal detention



using print and electronic sources, research the way the Internet has influenced Australian life, and whether it ultimately enhances or erodes culture

Detailed example

INFORMATION TECHNOLOGY AND CROSSING NATIONAL BOUNDARIES

Research and write a report on the ways information is transferred globally via the Internet and how certain features of that information (e.g. its speed, accessibility, interactive capacity, content) impacts on Australian life. These can include research into:

- music sites
- the influence of electronic communications on social movements such as campaigns against environmental degradation, racism, child labour or underpaid piece workers in the textile/ footwear industry
- campaigns for human or democratic rights (e.g. asylum seekers protests).

Include:

- a brief introduction to the issue and overview of the arguments and ideas being presented
- an outline of the nature of the communications (its content, who uses it and for what purpose)
- an assessment of how that information is likely to impact on various aspects of contemporary and future life in Australia
- an assessment of the benefits and limitations of electronic communications.

Summarise the material and present a view about how such technologies either help protect local cultural practices and traditions, or erode them.

SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Analyse the key issues involved in and changes to the concept of community.	50	An essay on the way changes in an institution and changes in technology have affected communities.
Outcome 2 Analyse key debates on the concept of culture.	50	A report on the responses of different groups to reconciliation with Indigenous peoples.
Total marks for Unit 3	100	
Unit 4		
Outcome 1 Evaluate the ways in which people define and engage in citizenship in the Australian context.	50	An analysis of a visual representation of a citizenship ceremony.
Outcome 2 Evaluate the impact of globalisation on contemporary and future social life in Australia.	50	A multimedia presentation evaluating the effect of globalisation on future social life in Australia.
Total marks for Unit 4	100	

SUITABLE RESOURCES

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

BOOKS

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- Held, D 2004, *Global Covenant*, Polity Press, Cambridge.
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JOURNALS

Aboriginal Studies

Arena Magazine

Australian Feminist Journal

Australian Journal of Education

Australian Journal of Primary Health

Australian Journal of Public Administration

Australian Journal of Social Issues

Australian New Zealand Journal of Criminology

Australian Political Economy

Childhood

Children Australia

Community Work and Family

Eureka Street

Family and Relationship Studies

Family Matters

Institute of Public Affairs Review

Journal of Australian Studies

Journal of Education and Work

Journal of Higher Education Policy Management

Journal of Sociology

Journal of Youth Studies

Just Policy: A Journal of Australian Social Policy

Labour and Industry

Labour History

Overland

Policy Studies

Politics: Journal of the Australasian Political Science Association

Social Alternatives

Youth Policy

Youth Studies Australia

WEBSITES

Australian Citizenship Council
www.citizenship.gov.au/info/council.htm

Australian Government
www.australia.gov.au/

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)
www.aiatsis.gov.au

Australian Institute of Family Studies
www.aifs.org.au/

Australian Institute of Health and Welfare
www.aihw.gov.au

Australian Law Reform Commission
www.alrc.gov.au/

Australian Youth website
www.infoxchange.net.au/menu/youth.html

CareConnect
www.careconnect.org.au/

Centre for Public Cultural and Ideas at Griffiths University
www.griffith.edu.au/centre/cpci

Community Care
<http://hnb.dhs.vic.gov.au/comcare/>

Constitutional Centenary Foundation
 Archived at <http://pandora.nla.gov.au/tep/10740>

Council for Aboriginal Reconciliation
www.austlii.edu.au/orgs/car

Department of Family and Community Services
www.facs.gov.au/

Department of Human Services
www.dhs.vic.gov.au/

Equal Opportunity Commission Victoria
www.eoc.vic.gov.au/

Federal Department of Education, Science and Training
www.detya.gov.au/

Journey of Healing
www.journeyofhealing.com
 Sociology Extra
www.allenandunwin.com.au/academic/sociology.asp

ORGANISATIONS

Australian Bureau of Statistics
 285 La Trobe Street
 Melbourne Vic 3000
 Tel: (03) 9615 7360
 Fax: (03) 9615 7848

Australian Clearinghouse for Youth Studies
 GPO Box 252-64
 University of Tasmania
 Tasmania 7001
 Tel: (03) 6226 2591
 Fax: (03) 6226 2578

Australian Council of Social Services
 Level 3
 4-6 Yurong Street
 East Sydney NSW 2011
 Tel: (02) 9332 4355

Australian Institute of Family Studies
 300 Queen Street
 Melbourne Vic 3000
 Tel: (03) 9214 7888

Australian Institute of Health and Welfare
 PO Box 10
 Belconnen ACT 2616
 Tel: (02) 6252 6627
 Fax: (02) 6252 5249

Australian Youth Foundation
 Suite 302
 134 Williams Street
 East Sydney NSW 2011
 Tel: (02) 9357 2344

Centre for Multicultural Youth Issues
 Level 1
 308 Drummond Street
 Carlton Vic 3053
 Tel: (03) 9349 3466
 Fax: (03) 9349 3766

Information Victoria
 350 Collins Street
 Melbourne Vic 3000
 Tel: 1300 366 356

Jobwatch
 Level 10
 21 Victoria Street
 Melbourne Vic 3000
 Tel: (03) 9662 1933
 Fax: (03) 9662 9458

Koorie Education Development Unit
 Department of Education, Employment and Training
 2/33 St. Andrews Place
 East Melbourne Vic 3002
 Tel: (03) 9637 2305

Office for Youth
 Level 8
 1 Spring Street
 Melbourne Vic 3000
 Tel: (03) 9208 3200

The Age Education Unit
 250 Spencer Street
 Melbourne Vic 3000
 Tel: (03) 9601 2454
 Fax: (03) 9601 2219

Victorian Aboriginal Education Association Incorporated (VAEAI)
 49 Brunswick Street
 Collingwood Vic 3066
 Tel: (03) 9416 3833

Victorian Council of Social Services (VCOSS)
 5th Floor
 130 Collins Street
 Melbourne Vic 3000
 Tel: (03) 5996 6538

Youth Affairs Council of Victoria
 Level 6
 1 Elizabeth Street,
 Melbourne Vic 3000
 Tel: (03) 612 8999

Youth Research Centre
 University of Melbourne
 Level 2
 234 Queensberry Street
 Parkville Vic 3051
 Tel: (03) 8344 9633

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