

Victorian Certificate of Education

SOCIOLOGY

STUDY DESIGN



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Important information

Accreditation period

Units 1–4: 1 January 2018 – 31 December 2023

Implementation of this study commences in 2018.

Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The *Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *Bulletin*. The *Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at:

www.vcaa.vic.edu.au

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

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.

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx.

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.

Understanding society from a sociological perspective involves the use of what the sociologist Charles Wright Mills (1959) described as a sociological imagination, that is, a constantly critiquing mindset. In VCE Sociology students learn about and apply the sociological imagination by questioning their assumptions and reflecting on their understandings and ideas about social relations.

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 aspects of society are interrelated, as well as 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, as well as wider social issues, 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 VCE Sociology can lead to tertiary pathways related 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. The study of VCE Sociology helps develop skills involved in social research, including: 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 to 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](#). The *Bulletin* 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 *Bulletin*.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA 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/](#). 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.

When it is known that representations contain names, images, voices or audiovisual recordings of a deceased Indigenous Australian person, appropriate warning and regard should be shown. While this does not apply to all Australian Indigenous cultures, students are nevertheless required to be respectful of cultural practice when examining Australian Indigenous representations.

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

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* companion document 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 *Privacy and Data Protection Act 2014* 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 the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

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 VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student 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.

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.

Unit 1: Youth and family

This unit uses sociological methodology to explore the social category of youth 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 society's 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 is constructed as a social category, 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 a range of factors that lead to different experiences of youth, as well as 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. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life. Factors such as changing demographics, feminism, individualism, technology, changes in the labour market and government policies have been identified as influencing the traditional view 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. Comparative methodologies also enable a comparison of family types and family experiences across time and space.

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 6 contains advice for the conduct of primary research.

Area of Study 1

Category and experience of youth

This area of study introduces students to the discipline of sociology and the nature of sociological inquiry through the study of youth. This includes an introduction to the sociological imagination, a critical thinking tool used to explore the social world from multiple points of view, free from assumption and bias. A term coined by Charles Wright Mills (1959), the sociological imagination allows us to make links between personal behaviours and public issues.

The experience of being young has varied and continues to vary across time as well as across space; for example, the experience of being young in a small rural environment, is different from that of being young in a large city. In their exploration of youth, students consider examples from Australia and, where useful in providing a comparative perspective, examples from other societies.

Students examine how Australians have thought about youth as a social category, and the range of experiences of young people. They consider a range of factors that influence different experiences. These may include cultural factors such as ethnicity, religion, gender roles and coming of age rituals; social factors such as age, class, rural/urban location, gender, sexual orientation, parental relationships and peer pressure; economic factors such as unemployment, education, demographic shifts and intergenerational inequity; and technological factors such as the introduction of new technologies, use of information and communications technology and social media.

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.

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 as a social category.

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 the study is a social science
 - how sociologists use ethical methodologies to study human behaviour
 - the use of the sociological imagination
- the definition of social categories and their place in sociological discourse
- the social category of youth and how the definition has changed over time
- how biological and psychological definitions of youth differ from a sociological construct
- cultural, social, economic and technological factors leading to differences in the experience of being young
- 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 as a social category
- 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 couples without children. They are introduced to comparative perspectives as a methodology in sociology. They apply this methodology to the experience of family and consider a range of experiences of family life that can be found in different cultures and societies as well as consider 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, increasing size and ageing of the population, changes to traditional gender roles, and the growth in single parent families and childless households. They explore the impact of government policy and assistance on the experience of family.

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 and the place and role of family as a social institution
- definitions of family in its various forms including couples with children (for example, heterosexual or gender and sexuality diverse), couples only, single parent families, grandparents looking after grandchildren, step or blended families, extended families and cohabitation (for example, sibling families)
- the diversity of family types in Australian society over time
- the use of sociological theories and/or perspectives to explain concepts and behaviours
- 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 societies
- key developments influencing the experience of contemporary family life such as demographic shifts, as well as cultural, economic, technological and social developments
- issues concerning homogenous thinking about families such as stereotyping
- the impact of government policy and government assistance on the experience of family.

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 and issues have influenced the experience of family and its role as a social institution
- identify the impact of government policy and government assistance on family experience.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

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

Suitable tasks for assessment in this unit may be selected from the following:

- an interview and a written report
- an essay
- a research report

- 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.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

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 gender and ethnicity.

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, social control and positive 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, race and 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 four perspectives that sociologists have established to explain deviance: Emile Durkheim's functionalist theory, Travis Hirschi's elaboration of social control theory, the interactionist theory as developed by Howard S. Becker and Druann Heckert's types of positive deviance.

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 these 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 behavior 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

- deviance as a relative concept and the relationship between norms (social codes) and deviance
- 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 S. Becker's interactionist theory of deviance involving the meaning and process of labelling
- the theory of positive deviance:
 - the meaning and purpose of positive deviance
 - Druann Heckert's types of positive deviance: altruism, charisma, innovation, supraconformity, and innate characteristics
- 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 and apply the functionalist, social control, interactionist and positive 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. They investigate the international nature of some types of crime and examine the various ways that nations deal with crime.

Students examine the aims and rationales of methods of punishment practised 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 and reintegrative shaming. 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 of methods of punishment in the judicial system for shaping human behaviour.

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 and the relationship between norms (social codes), law and crime
- Australian data related to crime rates, including age, gender, socioeconomic status and ethnicity
- the international nature of some types of crime, such as the illegal drug trade, people trafficking and terrorism

- a range of factors that lead people to commit crimes, including poverty, addiction, abuse, and rebellion
- the sociological concept of punishment, including the rationale and aims of punishment: retribution, deterrence, rehabilitation and societal protection
- John Braithwaite's (1989) theory of reintegrative shaming
- the various ways that other nations deal with crime
- the nature and rationale 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, punishment and reintegrative shaming
- 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
- examine the various ways that other nations deal with crime
- 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 whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

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

Suitable tasks for assessment in this unit may be 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.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

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.

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 at least one ethnic group based on a common heritage that gives them a unique social identity. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept 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 barriers and enablers that need to be considered when investigating experiences of ethnicity. For example, the way that a group sees itself might not correspond with the way that outsiders see it. Sometimes observers place people into broad ethnic categories that do not correspond with the views of individual group members.

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, they consider examples from Victorian Koorie culture and wider Australian Indigenous culture.

Students become familiar with Charles Wright Mills’ (1959) concept of the sociological imagination. Mills considered the sociological imagination to be an awareness that facilitates distinction between personal troubles and public issues. The use of a sociological imagination assists students to examine representations of Australian Indigenous culture. Students analyse these representations 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 shaping public views of the culture. In this area of study the notion of awareness involves an examination of what information is known about Australian Indigenous culture, whereas public views about Australian Indigenous culture relates to the opinions, biases and stereotypes that might exist or are being challenged about our First Peoples.

In the past, the suppression of Australian Indigenous culture was widespread. This occurred through the implementation of the interrelated protection and segregation policies, in addition to the policy of assimilation. 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 a range of factors that have influenced and are influencing public awareness of Australian Indigenous culture. As students explore these factors they consider both Indigenous and non-Indigenous people and/or groups who have been or are active in these areas. Students also study an issue supporting and/or limiting awareness of Australian Indigenous culture, using publically accessible material produced in the last ten years.

Outcome 1

On completion of this unit the student should be able to analyse and evaluate changes in public awareness and views 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 as conceived by Charles Wright Mills and its connection to the study of culture:
 - the process of engaging the sociological imagination
 - the distinction between ethnocentrism and cultural relativism, and their relationship to the sociological imagination
- public misconceptions about Australian Indigenous culture concerning:
 - past perception that Australia was land that belonged to no-one prior to European arrival
 - the perception that Australian Indigenous people share one culture
 - the perception that Australian Indigenous people mainly live in arid areas of Australia
- factors that support and/or limit public awareness of Indigenous Australian culture:
 - the historical suppression of Australian Indigenous culture through protection and segregation, and the assimilation policies, and Australian Indigenous responses to this suppression
 - a range of historical and contemporary representations of Australian Indigenous culture that could be interpreted as ethnocentric and/or culturally relativistic representations
 - reconciliation: practical (government actions), symbolic (the Apology) and the Close the Gap campaign
- the implications of the above factors for shaping the public views of Australian Indigenous culture
- one issue related to changing awareness of Australian Indigenous culture:
 - the nature of the issue
 - the historical and political context of this issue
 - the relationship between this issue and awareness of Australian Indigenous culture
 - significant indigenous and non indigenous people (individuals and/or groups) involved; their response/s to the issue; and implications of these responses for shaping public views of Australian Indigenous culture.

Key skills

- explain public misconceptions about Australian Indigenous culture
- analyse representations
- construct an overview of the historical suppression of Australian Indigenous culture
- examine a range of factors and one issue and how each supports and/or limit the public awareness of Australian Indigenous culture
- evaluate the implications of these factors and one issue for shaping public views of Australian Indigenous culture
- explain and apply sociological concepts
- source and evaluate relevant evidence
- use a range of relevant evidence to support observation 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. The notion of ethnicity refers to a shared cultural heritage and way of life. This is different from the related concept of religion. For example people can share the same religion but be of different ethnic groups. Students 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. Often this difference is more perceived than real because 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 ethnic groups, as shaped by various material and non-material aspects of culture such as faith, tradition and customs. These ethnic 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 informed by Stuart Hall related to the study of ethnicity. The theory of ethnic hybridity attempts to encapsulate the sense of ethnic diversity seen in dual or multiple cultural identities.

Students investigate Australia’s ethnic diversity and the enablers and barriers influencing members of ethnic groups and their sense of belonging and inclusion in multicultural Australia. They consider a range of factors that may shape both barriers and enablers.

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. This research is informed by the ethical guidelines of the Australian Sociological Association. Students are expected to engage in ethical practice that respects the welfare and privacy of research participants. The Safety and wellbeing section on [page 6](#) of this study design contains advice on 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 current ethnic diversity compared with other developed countries
- the concept of multiculturalism
- barriers and enablers to belonging and inclusion in Australia’s multicultural society as shaped by the following:
 - customs and traditions
 - social attitudes
 - media
 - political factors

- 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 distinctive to the group
 - cultural activities distinctive to the group
 - barriers and enablers experienced by the group
 - the experience of inclusion and belonging for group members
- the purpose 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 barriers and enablers to belonging and inclusion in a multicultural Australian society
- analyse the experience of a specific ethnic group with reference to relevant sociological concepts and theory
- explain the purpose of ethical methodology
- apply ethical methodology to source relevant evidence
- use a range of relevant evidence to support observation and analysis
- evaluate sources and critically reflect on their own and others' approaches to understanding the social world
- synthesise evidence to draw conclusions.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework 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 School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 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 types 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. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theory of Ferdinand Tonnies.

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 and/or shared ideology. In this area of study, students explore community in general as well as through a detailed case study of a specific community. The specific community may be located within Australia and/or overseas. However, the chosen specific community cannot be any Australian Indigenous community from which examples were selected for study in Unit 3, Area of Study 1, or the specific ethnic group explored in Unit 3, Area of Study 2. Students investigate changes to the concept of community over time by exploring the theory of Ferdinand Tonnies, the impact of information and communications technology and a range of sociocultural factors. The study of the experience of community includes an exploration of economic, social and political changes as well as relevant geographical characteristics. Geographical characteristics affecting the experience of community, could be related to proximity and accessibility, climate, scenic quality, landforms and natural resources, or built features such as community centres or other relevant characteristics. Students evaluate a specific community experience. Data may be drawn from secondary sources and/or from primary research undertaken by the student. This research is informed by the guidelines of the Australian Sociological Association. The Safety and wellbeing section of this study design on [page 6](#) contains advice for the conduct of primary research.

Outcome 1

On completion of this unit the student should be able to analyse the experience of community generally and analyse and evaluate a specific community.

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

Key knowledge

- changes to the concept of community over time:
 - the theory of Ferdinand Tonnies
 - the impact of information and communications technology
 - the effects of sociocultural changes

- the experience of community generally:
 - factors that influence feelings of inclusion and exclusion
 - the impact of information and communications technology
 - the effects of economic, social and political changes, and of geographical characteristics
- the nature of a selected community and reasons this group can be classified as a community
- influences on the experience of the selected community and the interplay between these influences:
 - factors that may have influenced feelings of inclusion and exclusion
 - information and communications technology
 - economic, social and political changes, and geographical characteristics
 - different perspectives on the sense of community from different members within the community
- 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
- identify and explain the factors that influence feelings of inclusion and exclusion
- analyse the influence of information and communications technology on the experience of community
- analyse and evaluate the influence of economic, social and political changes, and of geographical characteristics on the experience of community
- explain why feelings of inclusion and exclusion can vary within a community
- evaluate changes to the concept of community over time
- assess the relevance of Ferdinand Tonnies' theory
- apply ethical methodology to source and use a range of relevant evidence to support observations and analysis
- synthesise evidence to draw conclusions
- evaluate sources and critically reflect on their own and others' approaches to understanding the social world.

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 undertake a general exploration of 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 about 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. When exploring the nature and purpose of social movements, students draw on brief illustrative examples.

Students must also investigate one specific social movement in detail. The social movement selected for study may be operating at a local, a national or an international scale. Although the social movement may have a history, it should be examined in its current context and be at a stage where its impact on social change has been commented on in a range of sources. Students should investigate the way this social movement uses power to achieve social change, for example through campaigns, as well as identify the means used by the opponents of the social movement to prevent this change from occurring.

Outcome 2

On completion of this unit the student should be able to analyse the nature and purpose 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 and purpose 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 and purpose of one specific social movement and an understanding of the following interrelated components:
 - the social movement as alternative, redemptive, reformative or revolutionary
 - how the social movement came into being, from deprivation and/or new social movement theory perspectives
 - the current stage of the social movement
 - how power is exercised by the social movement
 - how power is used by the social movement's opposition in an attempt to prevent it from achieving its desired social changes
 - the influence of the social movement on social change.

Key skills

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

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework 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 School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated*	Assessment tasks
<p>Outcome 1</p> <p>Analyse the experience of community generally and analyse and evaluate a specific community.</p>	50	<p>For each outcome, one or more of the following:</p> <ul style="list-style-type: none"> • a multimedia presentation • a research report • structured questions • an extended response. • an essay.
<p>Outcome 2</p> <p>Analyse the nature and purpose of social movements and evaluate their influence on social change.</p>	50	
Total marks	100	

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. 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 VCAA.
- VCAA 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 VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA 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 Unit 3 and 4 sequence together with any sample material.