



# Sociology

A / T / M

Front Cover Art provided by Canberra College student Aidan Giddings

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## The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

## **ACT Senior Secondary Certificate**

Courses of study for the ACT Senior Secondary Certificate:

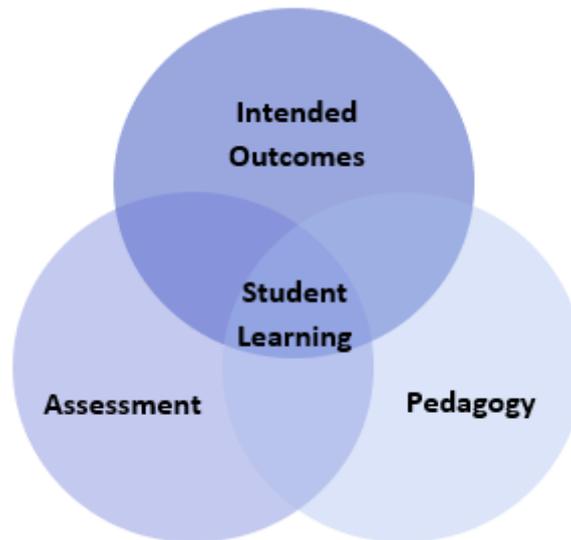
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

## Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



## Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles, and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*

## General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

### Literacy

In *Sociology*, students develop their literacy skills in reading, writing, speaking, listening, and viewing as they access and respond to information from a wide range of sources. They interpret meaning from texts in print, oral, visual, spatial, and electronic forms. Students examine evidence, and analyse and evaluate texts for reliability, relevance, and accuracy. They critically analyse theories, concepts, and principles, and evaluate the significance of issues with the use of evidence. Students communicate creatively and critically in different modes and for different purposes, such as to discuss, analyse and innovate. By using appropriate text structure and language knowledge, students express their thoughts and ideas logically and fluently. Students monitor their language use for accuracy and clarity of ideas and explanations, conciseness of expression, and appropriateness for the purpose.

### Numeracy

*Sociology* students extend their numeracy skills through activities such as, interpreting and representing data, maps, and graphic representations. They recognise patterns and relationships graphically, chronologically, and spatially, and they have opportunities to support their views with data. Students develop numeracy capability when they analyse, interpret, manipulate, and draw conclusions from statistical information.

### **Information and Communication Technology (ICT) Capability**

In *Sociology*, students access and integrate a growing range of online information, tools, applications, sub-cultures, and communities. They use digital tools to locate, access, process and analyse information, and consider the discursive power of such information to shape and develop ideas. These include digitised online materials such as journals, magazines, newspapers, and images, as well as other online resources including databases, reference works and indexes to library holdings. Students use ICT skills to investigate and identify the source and credibility of evidence, and to communicate creatively and critically. They engage in analysis of the impact of the digital world on the physical world and the well-being of communities and individuals.

### **Critical and Creative Thinking**

In *Sociology*, students apply critical and creative thinking skills to examine the implications of the ideas and information they investigate. They pose questions and develop interpretations based on an assessment of the evidence and reasoning. They synthesise theories and concepts and examples and case-studies to propose plausible and creative explanations for social phenomena. They respond to the challenges of the twenty-first century – with its complex environmental, social, and economic pressures – requiring young people to be creative, innovative, enterprising, and adaptable, with the motivation, confidence, and skills to use critical and creative thinking purposefully.

### **Personal and Social Capability**

*Sociology* fosters personal and social capability in developing students' appreciation of the perspectives and experiences of others through empathy. Students learn to understand themselves and appreciate the experiences of others, and thus manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others, and understanding relationships, establishing, and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. Students develop and practice skills that enhance their communication skills and have opportunities to work both collaboratively and independently as part of their learning and research. Students develop social capability in being receptive to changing their thinking, developing knowledge and attitudes in promoting social justice and equity, and in influencing society to make the future more just and inclusive. They self-reflect on their own learning to take responsibility for their successes and find areas for improvement.

### **Ethical Understanding**

In *Sociology* students learn to develop ethical understanding as they explore ethical issues and interactions with others, discuss ideas and appreciate the experiences of a range of people. As cultural, social, environmental, and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities. As students engage with the elements of Ethical Understanding in *Sociology*, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgements through the investigation of a range of issues drawn from social and community work contexts.

## **Intercultural Understanding**

In *Sociology*, Intercultural Understanding is a fundamental concept. The course involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world. Intercultural understanding combines personal, interpersonal, and social knowledge and skills. It involves students learning to value and view critically a wide range of cultural perspectives and practices.

## **Cross-Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

This priority will provide opportunities for all students to appreciate the challenges faced by one of the world's oldest continuous living cultures. Students will gain a deeper understanding of the significance and impact First Nations Australians histories and dynamic cultures continue to have on our world. This priority provides important and engaging contexts for exploring personal, community and group identities. In doing this, it builds understanding about differences and commonalities in systems of knowledge and beliefs.

*Sociology* encourages all students to engage with and appreciate the lived experiences of First Nations Australian peoples. It explores First Nations Australians cultural heritage and further develops student knowledge of key concepts of country/place, peoples, and cultures. The experience of community life is a critical contemporary issue for First Nations Australians.

Students learn about the richness of First Nations Australians modes of communication and ways of living and develop appreciation and understanding of uniquely Australian connections to place, people and ways of being. They explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community.

### **Asia and Australia's Engagement with Asia**

*Sociology* enables students to appreciate and engage with diverse cultures, traditions, and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy, and respect. Students examine the meaning of childhood across the cultures of the Asia region. These include perspectives on childhood and the nature of early childhood settings, traditional and contemporary. Students recognise the influence within Australian culture of migrant communities on social and community work settings.

### **Sustainability**

In *Sociology*, students explore how people connect and interact with natural, managed and built environments, and with people in different social groups within their social networks and wider communities. They consider how these connections and interactions within systems play an important role in promoting, supporting, and sustaining the education and wellbeing of individuals, the community, and the environment as a whole, now and into the future.

Students develop an understanding of their potential to contribute to sustainable patterns of living. They will develop their world view by exploring concepts of diversity and social justice as these relate to *Sociology*. Students are provided with opportunities to develop an appreciation of the interdependence of people and their environments.

# Sociology

## A / T / M

### Rationale

Sociology empowers students to develop an understanding of how subjectivity and society are interconnected, thereby allowing them to better appreciate how their own identities, beliefs, struggles, and experiences are profoundly shaped and reshaped through the interplay between micro and the macro dimensions, across time and space.

Students critically analyse and deploy sociological theories, concepts and methods that variously attempt to explain and understand social change, causes, processes, and consequences of social phenomena.

Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the world around them. They develop thinking, literacy, communication, and numeracy skills that allow them to evaluate and apply Sociological theories. Students learn to develop research questions and methodologies. Furthermore, they develop skills to communicate effectively and present logical and coherent arguments whilst critically analysing the strengths and limitations of the arguments that ground their own thinking.

Sociological skills, knowledge and understanding empowers students to become engaged, active, reflexive citizens. In understanding a wide range of social phenomena, students develop intercultural understanding and cultural competence.

The study of Sociology provides knowledge, skills and understanding to interpret the world, which can be utilised in a wide range of tertiary and industry pathways.

### Goals

This course should enable students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas, and change
- synthesise different interpretations, representations, and perspectives
- evaluate significance of information, processes, and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

### Unit Titles

- Constructing Identity
- Understanding Difference
- Applying Sociology
- Structure and Agency
- Independent Study

## **Organisation of Content**

### **Constructing Identity**

This unit explores the construction of individual identity. Students explore social phenomena, such as socialization, culture, and relationships. They apply and assess sociological theories and methodologies to examine a myriad of interactions in society and how individuals can be defined, constrained, and empowered.

### **Understanding Difference**

This unit explores the social construction of difference and its impact on society, including inequalities based on class, gender, and race, and the intersection of those and other categories. Students explore how difference can lead to debate, social organisation, and the development of ideologies. They apply and assess sociological theories and methodologies critically to explain the origins and nature of inequality.

### **Applying Sociology**

This unit explores the applications of Sociology to particular contexts, such as crime and justice, politics, or health. Sociological concepts and methods will be used to examine areas of significant contemporary discussion. Students consider the assumptions and validity of sociological theories, concepts, methodologies, and models used to research and understand relevant case studies.

### **Structure and Agency**

This unit explores the exercise of power by the social institutions and systems that inform the structure of society on a macro level, and in turn influence agency on a micro level. Students apply and assess sociological theories and methodologies to investigate the impact of institutional power on individuals and groups.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

## Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

### Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

## Assessment Task Types

### Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- lab research
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal
- creative response
- interview
- discussion forum
- practical project
- workshop

### Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

### Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

## **Achievement Standards**

Years 11 and 12 Achievement Standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 Achievement Standards. Year 12 Achievement Standards reflect higher expectations of student achievement compared to the Year 11 Achievement Standards. Years 11 and 12 Achievement Standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An Achievement Standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the Achievement Standards to inform development of rubrics. The verbs used in Achievement Standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

## Achievement Standards Humanities and Social Sciences A Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<p>analyses histories, environments, systems, data and cultures</p> <p>analyses the significance of ideas, events, texts, or people with a range of evidence</p> <p>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</p> <p>analyses concepts in personal, cultural, social and/or historical contexts</p>	<p>explains histories, environments, systems, data and cultures</p> <p>explains the significance of ideas, events, texts, or people with evidence</p> <p>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</p> <p>explains concepts and principles in personal, cultural, social and/or historical contexts</p>	<p>describes histories, environments, systems, data and cultures</p> <p>describes the significance of ideas, events, texts, or people with evidence</p> <p>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</p> <p>describes concepts and principles in personal, cultural, social and/or historical contexts</p>	<p>describes some histories, environments, systems, data and cultures</p> <p>identifies ideas, events, texts, or people with some evidence and reference to significance</p> <p>describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</p> <p>describes some concepts and principles in personal, cultural, social and/or historical contexts</p>	<p>identifies histories, environments, systems, data and cultures</p> <p>identifies ideas, events, texts, or people with little to no reference to evidence</p> <p>recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/society/culture</p> <p>identifies concepts and principles in personal, cultural, social and/or historical contexts</p>
<b>Skills</b>	<p>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources</p> <p>applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem</p> <p>communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing</p> <p>reflects with insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes</p>	<p>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources</p> <p>applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem</p> <p>communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing</p> <p>reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes</p>	<p>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources</p> <p>applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem</p> <p>communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing</p> <p>reflects on own thinking and learning and the significance of the Humanities and Social Sciences</p>	<p>undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence</p> <p>applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem</p> <p>communicates ideas and arguments using some evidence, appropriate language and referencing</p> <p>reflects on own learning with some description of the significance of the Humanities and Social Sciences</p>	<p>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</p> <p>applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>identifies minimal different disciplines' theories, concepts and principles to inform decision making to solve a problem</p> <p>communicates basic ideas and arguments using minimal evidence, language and referencing</p> <p>reflects on own learning with little or no reference to the significance of Humanities and Social Sciences</p>

**Achievement Standards Humanities and Social Sciences T Course Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<p>evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>critically analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw conclusions</p> <p>critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture</p> <p>critically analyses processes of change to understand our world and our place in the world</p> <p>critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical context</p>	<p>analyses histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw conclusions</p> <p>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture</p> <p>analyses processes of change to understand our world and our place in the world</p> <p>analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context</p>	<p>explains histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>explains the significance and impact of ideas, events, texts, or people with the use of evidence to draw conclusions</p> <p>explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture</p> <p>explains processes of change to understand our world and our place in the world</p> <p>explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context</p>	<p>describes histories, environments, systems, data and cultures demonstrating some understanding individual and collective behaviour</p> <p>describes ideas, events, texts, or people, and identifies significance, with some use of evidence</p> <p>describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture</p> <p>describes processes of change to understand our world and our place in the world</p> <p>describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and/or historical context</p>	<p>describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour</p> <p>identifies ideas, events, texts, or people with minimal use of evidence or reference to significance</p> <p>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture</p> <p>identifies processes of change with little to no reference our world and our place in the world</p> <p>identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and/or historical context</p>
<b>Skills</b>	<p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources</p> <p>applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</p> <p>selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect</p> <p>synthesises theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing</p> <p>reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the potential for HASS to generate knowledge in the public good</p>	<p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources</p> <p>applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</p> <p>selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect</p> <p>analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing</p> <p>reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good</p>	<p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on an explanation of credible sources</p> <p>applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>selects, constructs and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect</p> <p>explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates ideas and arguments using relevant evidence, appropriate language and accurate referencing</p> <p>reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good</p>	<p>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence</p> <p>applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect</p> <p>describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates ideas and arguments using some evidence, appropriate language and accurate referencing</p> <p>reflects with minimal thought on own learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good</p>	<p>undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence</p> <p>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>selects, constructs and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect</p> <p>identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates basic ideas and arguments using minimal evidence, language and accurate referencing</p> <p>reflects on own learning in Humanities and Social Sciences with little to no reference to the potential to generate knowledge in the public good</p>

## Achievement Standards Humanities and Social Sciences A Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<p>analyses histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>analyses the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw logical conclusions, or predict possible futures</p> <p>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and their relationship to a fair, secure, resilient society</p> <p>analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</p> <p>analyses and evaluates processes of change to understand our world and our place in the world</p>	<p>explains histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>explains the significance of ideas, events, texts, or people with the use of a range of evidence to draw reasoned conclusions, or predict possible futures</p> <p>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains the relationship to a fair, secure, resilient society</p> <p>explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</p> <p>analyses processes of change to understand our world and our place in the world</p>	<p>describes histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>describes the significance of ideas, events, texts, or people with the use of evidence to draw conclusions, or predict possible futures</p> <p>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes the relationship to a fair, secure, resilient society</p> <p>describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</p> <p>explains processes of change to understand our world and our place in the world</p>	<p>describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour</p> <p>describes ideas, events, texts, or people with some reference to significance, and accurate use of evidence</p> <p>identifies the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to its relationship with a fair, secure, resilient society</p> <p>describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</p> <p>describes processes of change to understand our world and our place in the world</p>	<p>describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour</p> <p>identifies ideas, events, texts, or people with minimal use of evidence and reference to their significance and impact</p> <p>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society</p> <p>identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</p> <p>identifies processes of change with little to no reference to our world and our place in the world</p>
<b>Skills</b>	<p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources</p> <p>applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem or challenge</p> <p>selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects with insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes</p> <p>analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</p> <p>communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing</p>	<p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources</p> <p>applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences in shaping values and attitudes</p> <p>explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</p> <p>communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language and accurate referencing</p>	<p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources</p> <p>applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects on own thinking and learning with some explanation of the significance of the Humanities and Social Sciences in shaping values and attitudes</p> <p>describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</p> <p>communicates applicable ideas and arguments using relevant evidence, appropriate language and accurate referencing</p>	<p>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence</p> <p>applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects on own learning with some description of the significance of the Humanities and Social Sciences</p> <p>uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</p> <p>communicates ideas and arguments using some evidence, appropriate language and referencing</p>	<p>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</p> <p>applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>selects, constructs and uses appropriate representations and identifies few or no patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects with little or no thought on own learning or the significance of Humanities and Social Sciences</p> <p>identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</p> <p>communicates basic ideas and arguments using minimal evidence, language or referencing</p>

## Achievement Standards Humanities and Social Sciences T Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<p>evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>evaluates the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw justified conclusions, or predict possible futures</p> <p>critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and evaluates their relationships to a fair, secure, resilient society</p> <p>critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation</p> <p>critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts</p>	<p>analyses histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw logical conclusions, or predict possible futures</p> <p>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains their relationships to a fair, secure, resilient society</p> <p>analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation</p> <p>analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts</p>	<p>explains histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>explains the significance and impact of ideas, events, texts, or people with the use of evidence to draw conclusions or predict possible futures</p> <p>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes their relationships to a fair, secure, resilient society</p> <p>explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation</p> <p>explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts</p>	<p>describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour</p> <p>describes ideas, events, texts, or people and identifies their significance and impact with some use of evidence</p> <p>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to their relationships with a fair, secure, resilient society</p> <p>describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation</p> <p>describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical contexts</p>	<p>describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour</p> <p>identifies ideas, events, texts, or people with minimal use of evidence and reference to their significance and impact</p> <p>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society</p> <p>identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation</p> <p>identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical contexts</p>
<b>Skills</b>	<p>applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</p> <p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources</p> <p>selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</p> <p>synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making</p> <p>communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing</p>	<p>applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</p> <p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources</p> <p>selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</p> <p>analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language and accurate referencing</p>	<p>applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on an explanation of credible sources</p> <p>selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</p> <p>explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing</p>	<p>applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources</p> <p>selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good</p> <p>describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates ideas and arguments using some evidence, appropriate language and referencing</p>	<p>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</p> <p>selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good</p> <p>identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates basic ideas and arguments using minimal evidence, language and referencing</p>

**Achievement Standards Humanities and Social Sciences M Course**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	describes a significant issue/event with independence describes different perspectives and interpretations of an issue/event with independence	describes a significant issue/event with some independence describes different perspectives and interpretations of an issue/event with some independence	describes a significant issue/event with assistance  describes different perspectives and interpretations of an issue/event with assistance	describes a significant issue/event with repeated cueing describes different perspectives and interpretations of an issue/event with repeated cueing	describes a significant issue/event with direct instruction describes different perspectives and interpretations of an issue/event with direct instruction
<b>Skills</b>	undertakes an inquiry, self-managing the process with independence applies appropriate methodology to investigate a need, problem or challenge with independence describes relationships such as cause and effect with independence draws ideas from different disciplines to propose a solution to a problem with independence communicates ideas using appropriate language with independence	undertakes an inquiry, self-managing the process with some independence applies appropriate methodology to investigate a need, problem or challenge with some independence describes relationships such as cause and effect with some independence draws ideas from different disciplines to propose a solution to a problem with some independence communicates ideas using appropriate language with some independence	undertakes an inquiry, self-managing the process with assistance applies appropriate methodology to investigate a need, problem or challenge with assistance describes relationships such as cause and effect with assistance draws ideas from different disciplines to propose a solution to a problem with assistance communicates ideas using appropriate language with assistance	undertakes an inquiry, self-managing the process with repeated cueing applies appropriate methodology to investigate a need, problem or challenge with repeated cueing describes relationships such as cause and effect with repeated cueing draws ideas from different disciplines to propose a solution to a problem with repeated cueing communicates ideas using appropriate language with repeated cueing	undertakes an inquiry with direct instruction  applies appropriate methodology to investigate a need, problem or challenge with direct instruction describes relationships such as cause and effect with direct instruction draws ideas from different disciplines to propose a solution to a problem with direct instruction communicates ideas using appropriate language with direct instruction

## Constructing Identity

**Value: 1.0**

**Constructing Identity**

**Value 0.5**

**Constructing Identity**

**Value 0.5**

### Unit Description

This unit explores the construction of individual identity. Students explore social phenomena, such as socialisation, culture, and relationships. They apply and assess sociological theories and methodologies to examine a myriad of interactions in society and how individuals can be defined, constrained, and empowered.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse sociological theories on the construction of individual identity</li> <li>• analyse sociological methodologies used to investigate social phenomena</li> <li>• assess the construction of identity using the sociological imagination</li> <li>• apply research, theory, and communication skills to formulate sociological arguments about the construction of identity</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse sociological theories on the construction of individual identity</li> <li>• evaluate sociological methodologies used to investigate social phenomena</li> <li>• evaluate the construction of identity using the sociological imagination</li> <li>• synthesise research, theory, and communication skills to formulate sociological arguments about the construction of identity</li> </ul>	<ul style="list-style-type: none"> <li>• describe own identity</li> <li>• describe own culture and relationships and the effects of those on the student's life</li> <li>• describe another culture and how they live their lives</li> <li>• describe different relationships that exist in society</li> <li>• describe how we behave differently with different community members and in different settings</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>• analyse sociological theories, concepts, principles, and models about the construction of individual identity, for Socialisation- primary example, Culture and Subculture- Stuart Hall, Marcia Langton, Theodor Adorno, and Max Horkheimer; Relationships- Raewyn Connell, Talcott Parsons; Shulamith Firestone, Jeffrey Weeks</li> <li>• analyse sociological theories, concepts, principles, and models about the construction of individual identity, for example, ANZAC values, nuclear family, 'The Problem with Pink'</li> <li>• assess existing research, including their methods, procedures and paradigms used to scientifically and ethically collect and analyse data on identity, Cressey- Taxi Dance Halls; Reliability of Engels' Theory of the Promiscuous Horde; Laud Humphreys- 'The Sociologist as Voyeur'</li> <li>• analyse sociological representation of data on the construction of identity to explain trends, patterns, and relationships, for example, statistical data, graphs, charts</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse sociological theories, concepts, principles, and models about the construction of individual identity, for example, Self-concept- Howard Becker, George Mead, Irving Goffmann; Culture and Subculture- Stuart Hall, Marcia Langton, Theodor Adorno, and Max Horkheimer; Relationships- Raewyn Connell, Talcott Parsons; Shulamith Firestone, Jeffrey Weeks and secondary socialisation, agents of socialisation, sociological imagination</li> <li>• evaluate the applicability of sociological ideas to case studies to explain the construction of identity, for example, ANZAC values, nuclear family, 'The Problem with Pink'</li> <li>• evaluate existing research, including their methods, procedures and paradigms used to scientifically and ethically collect and analyse data on identity, for example Cressey- Taxi Dance Halls; Reliability of Engels' Theory of the Promiscuous Horde; Laud Humphreys- 'The Sociologist as Voyeur'</li> <li>• evaluate sociological representation of data on the construction of identity to critically analyse trends, patterns, and relationships, for example, statistical data, graphs, charts</li> </ul>	<ul style="list-style-type: none"> <li>• describe own identity, culture, and relationships</li> <li>• describe the effects of culture and relationships on students own life</li> <li>• describe another culture and how they live their lives</li> <li>• describe different relationships that exist in society</li> </ul>

A Course	T Course	M Course
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse how sociological concepts have been produced by particular contexts and explain their significance to new times and places</li> <li>apply ethical research methods to analyse phenomena, including a risk assessment, for example, a study using secondary data, such as, discourse analysis, content analysis, media analysis, meta-analysis, analyse received statistics; a sociological study on a low stakes topic in a classroom setting, for example, a full study of sandwich or music preferences; design, but not conduct, a study of a high-risk phenomena</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse how sociological concepts have been produced by particular contexts and evaluate their significance to new times and places</li> <li>apply ethical research methods to analyse phenomena, including a risk assessment, for example, a study using secondary data, such as, discourse analysis, content analysis, media analysis, meta-analysis, analyse received statistics; a sociological study on a low stakes topic in a classroom setting, for example, a full study of sandwich or music preferences; design, but not conduct, a study of a high-risk phenomena</li> </ul>	<ul style="list-style-type: none"> <li>describe how we behave differently with different community members and in different settings</li> <li>use an ethical inquiry method</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>analyse research findings, sociological theories, and conclusions using clear arguments, representations of data, and appropriate sociological terminology, and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>evaluate research findings, sociological theories, and conclusions using sustained arguments, representations of data, and appropriate metalanguage, and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>use communication skills to share ideas about identity in a range of modes</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on how the study of the construction of identity affects their own thinking, values, attitudes, and practices, and consider possibilities for social change</li> <li>reflect on the characteristics of respectful and empathetic dialogue, including writing, speaking, listening and appreciation of difference</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how the study of the construction of identity affects their own thinking, values, attitudes, and practices, and consider possibilities for social change</li> <li>reflect on the characteristics of respectful and empathetic dialogue, including writing, speaking, listening and appreciation of difference</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how to engage in respectful and considerate interactions including appreciation of difference</li> <li>reflect on how to discuss issues and work with others politely and respectfully</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>reflect on own learning style and performance including planning, time management, independent motivation, and collaboration skills, to develop strategies to improve their own learning</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning style and performance including planning, time management, independent motivation, and collaboration skills, to develop strategies to improve their own learning</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning to improve future outcomes</li> </ul>

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## Assessment

Refer to pages 9-11.

## Understanding Difference

**Value: 1.0**

Understanding Difference

**Value 0.5**

Understanding Difference

**Value 0.5**

### Unit Description

This unit explores the social construction of difference and its impact on society, including inequalities based on class, gender, and race, and the intersection of those and other categories. Students explore how difference can lead to debate, social organisation, and the development of ideologies. They apply and assess sociological theories and methodologies critically to explain the origins and nature of inequality.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse sociological theories on difference, including the intersection of class, race, and gender</li> <li>• analyse sociological methodologies used to investigate difference, including the intersection of class, race, and gender</li> <li>• assess difference using the sociological imagination</li> <li>• apply research, theory, and communication skills to formulate sociological arguments about understanding difference</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse sociological theories on difference, including the intersection of class, race, and gender</li> <li>• critically analyse sociological methodologies used to investigate difference, including the intersection of class, race, and gender</li> <li>• evaluate difference using the sociological imagination</li> <li>• synthesise research, theory, and communication skills to formulate sociological arguments about understanding difference</li> </ul>	<ul style="list-style-type: none"> <li>• describe some differences in people’s lives in Australia and the world</li> <li>• describe a narrative about difference and its effects on people’s lives</li> <li>• describe examples of inequality</li> <li>• describe how we can make the world more equal</li> <li>• inquire into an aspect of difference</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>• analyse sociological theories, on difference at the intersection of class, race, and gender, for example, Class- Karl Marx, Pierre Bourdieu, Max Weber, John Goldthorpe; Race- Kimberlé Crenshaw, W.E.B Du Bois, Aileen Moreton-Robinson; Gender- Raewyn Connell, bell hooks (Gloria Jean Watkins), Sylvia Walby</li> <li>• assess the applicability of sociological ideas to case studies to explain difference and inequality, for example, welfare stigma, microaggressions, hegemonic masculinity</li> <li>• analyse existing research, including their methods and procedures used to scientifically and ethically collect and analyse data on difference, for example, the validity of Race as a category of analysis; Karl Popper, “Theory of Falsification”; reliability of ethnographic method- The Hawthorne Effect; Shulamit Reinharz, “Feminist Methods and Social Research”, 1992</li> <li>• assess sociological representation of data on difference to critically analyse trends, patterns, and relationships, for example, statistical data, graphs, charts, maps</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse sociological theories, on difference at the intersection of class, race, and gender, for example, Difference- Irving Goffman, George Mead; Class- Karl Marx, Pierre Bourdieu, Max Weber, John Goldthorpe; Race- Kimberlé Crenshaw, W.E.B Du Bois, Aileen Moreton-Robinson; Gender- Raewyn Connell, bell hooks (Gloria Jean Watkins), Sylvia Walby</li> <li>• evaluate the applicability of sociological ideas to case studies to explain difference and inequality, for example, welfare stigma, microaggressions, hegemonic masculinity</li> <li>• evaluate existing research, including their methods and procedures used to scientifically and ethically collect and analyse data on difference, for example, the validity of Race as a category of analysis; Karl Popper, “Theory of Falsification”; reliability of ethnographic method- The Hawthorne Effect; Shulamit Reinharz, “Feminist Methods and Social Research”, 1992</li> <li>• evaluate sociological representation of data on difference to critically analyse trends, patterns, and relationships, for example, statistical data, graphs, charts, maps</li> </ul>	<ul style="list-style-type: none"> <li>• describe some differences in people’s lives in Australia and the world</li> <li>• describe a narrative about difference and its effects on people’s lives</li> <li>• describe examples of inequality</li> <li>• describe how we can make the world more equal</li> </ul>

A Course	T Course	M Course
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse how sociological concepts have been produced by particular contexts and explain their significance to new times and places</li> <li>apply ethical research methods to analyse phenomena, including a risk assessment, for example, a study using secondary data, such as, discourse analysis, content analysis, media analysis, meta-analysis, analyse received statistics; a sociological study on a low stakes topic in a classroom setting, for example, a full study of sandwich or music preferences; design, but not conduct, a study of a high-risk phenomena</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse how sociological concepts have been produced by particular contexts and evaluate their significance to new times and places</li> <li>apply ethical research methods to analyse phenomena, including a risk assessment, for example, a study using secondary data, such as, discourse analysis, content analysis, media analysis, meta-analysis, analyse received statistics; a sociological study on a low stakes topic in a classroom setting, for example, a full study of sandwich or music preferences; design, but not conduct, a study of a high-risk phenomena</li> </ul>	<ul style="list-style-type: none"> <li>describe how we behave differently with different community members and settings</li> <li>use an ethical inquiry method</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>analyse research findings, sociological theories, and conclusions using clear arguments, representations of data, and appropriate sociological terminology, and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>evaluate research findings, sociological theories, and conclusions using sustained arguments, representations of data, and appropriate metalanguage, and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>use communication skills to share ideas about identity in a range of modes</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on how the study of the construction of identity affects their own thinking, values, attitudes, and practices, and consider possibilities for social change</li> <li>reflect on the characteristics of respectful and empathetic dialogue, including writing, speaking, listening and appreciation of difference</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how the study of difference affects their own thinking, values, attitudes, and practices, and consider possibilities and for social change</li> <li>reflect on the characteristics of respectful and empathetic dialogue, including writing, speaking, listening and appreciation of difference</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how to engage in respectful and considerate interactions including appreciation of difference</li> <li>reflect on how to discuss issues and work with others politely and respectfully</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>reflect on own learning style and performance including planning, time management, independent motivation, and collaboration skills, to develop strategies to improve their own learning</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning style and performance including planning, time management, independent motivation, and collaboration skills, to develop strategies to improve their own learning</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning to improve future outcomes</li> </ul>

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## Assessment

Refer to pages 9-11.

## Applying Sociology

**Value: 1.0**

**Applying Sociology**

**Value 0.5**

**Applying Sociology**

**Value 0.5**

### Unit Description

This unit explores the applications of Sociology to particular contexts, such as crime and justice, politics, or health. Sociological concepts and methods will be used to examine areas of significant contemporary discussion. Students consider the assumptions and validity of sociological theories, concepts, methodologies, and models used to research and understand relevant case studies.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse sociological theories used to understand particular contexts</li> <li>• analyse sociological methodologies used in developing theories about, and responses to, chosen contexts</li> <li>• assess applications of sociology using the sociological imagination</li> <li>• apply research, theory, and communication skills to formulate sociological arguments about applying Sociology</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse sociological theories used to understand particular contexts</li> <li>• critically analyse sociological methodologies used in developing theories about, and responses to, chosen contexts</li> <li>• evaluate applications of sociology using the sociological imagination</li> <li>• synthesise research, theory, and communication skills to formulate sociological arguments about applying Sociology</li> </ul>	<ul style="list-style-type: none"> <li>• describe people’s experiences in particular contexts</li> <li>• identify the positive and negative experiences of different types of people in particular contexts</li> <li>• inquire into an aspect of difference</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>• analyse sociological theories, concepts, principles, and models for the chosen context, for example, <i>Crime and Justice</i>- Michel Foucault, Howard Becker, James Messerschmidt; <i>Health</i>- Michel Foucault, Talcott Parsons, John Germov; <i>Globalisation</i>- George Ritzer, Immanuel Wallerstein, Zygmunt Bauman; <i>Environmentalism/Urbanisation</i>- Vandana Shiva, Chicago School, Anthony Giddens, Georg Simmel</li> <li>• assess the applicability of sociological ideas to case studies to explain applications of sociology in areas of significant contemporary discussion, for example, Aboriginal Deaths in Custody, racially based treatment decisions, McDonaldisation, gentrification</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse sociological theories, concepts, principles, and models for the chosen context, for example, <i>Crime and Justice</i>- Michel Foucault, Howard Becker, James Messerschmidt; <i>Health</i>- Michel Foucault, Talcott Parsons, John Germov; <i>Globalisation</i>- George Ritzer, Immanuel Wallerstein, Zygmunt Bauman; <i>Environmentalism/Urbanisation</i>- Vandana Shiva, Chicago School, Anthony Giddens, Georg Simmel</li> <li>• evaluate the applicability of sociological ideas to case studies to explain applications of sociology in areas of significant contemporary discussion, for example, Aboriginal Deaths in Custody, racially based treatment decisions, McDonaldisation, gentrification</li> </ul>	<ul style="list-style-type: none"> <li>• describe different social contexts</li> <li>• describe examples from different social contexts</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• assess existing research, including their methods and procedures used to scientifically and ethically collect and analyse data, on identified contexts, for example, problem of self-reporting surveys, sample size, Emile Durkheim “Suicide: A study in Sociology” 1897; Stephen Lyng, “Edge Work; A sociology of Risk Taking” 1990; Sudhir Venkatesh, “Gang Leader for a Day”, 2009; Ned Polsky, “Research Method, Morality and Criminology”, 1969; Svensson “Representation of American Blacks in Clinical Trials of New Drugs”, 1989</li> <li>• assess sociological representation of data on the construction of identity to critically analyse trends, patterns, and relationships</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate existing research, including their methods and procedures used to scientifically and ethically collect and analyse data, on identified contexts, for example, problem of self-reporting surveys, sample size, Emile Durkheim “Suicide: A study in Sociology” 1897’ Stephen Lyng, “Edge Work; A sociology of Risk Taking” 1990;Sudhir Venkatesh, “Gang Leader for a Day”, 2009; Ned Polsky, “Research Method, Morality and Criminology”, 1969; Svensson “Representation of American Blacks in Clinical Trials of New Drugs”, 1989</li> <li>• evaluate sociological representation of data on the construction of identity to critically analyse trends, patterns, and relationships, for example, statistical data, graphs, charts</li> </ul>	<ul style="list-style-type: none"> <li>• draw ideas from research data in social contexts</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>• analyse how sociological concepts have been produced by particular contexts and explain their significance to new times and places</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse how sociological concepts have been produced by particular contexts and evaluate their significance to new times and places</li> </ul>	<ul style="list-style-type: none"> <li>• describe how we behave differently with different community members and settings</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• apply ethical research methods to analyse phenomena, including a risk assessment, for example, a study using secondary data, such as, discourse analysis, content analysis, media analysis, meta-analysis, analyse received statistics; a sociological study on a low stakes topic in a classroom setting, for example, a full study of sandwich or music preferences; design, but not conduct, a study of a high-risk phenomena</li> </ul>	<ul style="list-style-type: none"> <li>• apply ethical research methods to analyse phenomena, including a risk assessment, for example, a study using secondary data, such as, discourse analysis, content analysis, media analysis, meta-analysis, analyse received statistics; a sociological study on a low stakes topic in a classroom setting, for example, a full study of sandwich or music preferences; design, but not conduct, a study of a high-risk phenomena</li> </ul>	<ul style="list-style-type: none"> <li>• use an ethical inquiry method</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• analyse research findings, sociological theories, and conclusions using clear arguments, representations of data, and appropriate sociological terminology, and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate research findings, sociological theories, and conclusions using sustained arguments, representations of data, and appropriate metalanguage, and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• use communication skills to share ideas about identity in a range of modes</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflect on how the study of the construction of identity affects their own thinking, values, attitudes, and practices, and consider possibilities for social change</li> <li>• reflect on the characteristics of respectful and empathetic dialogue, including writing, speaking, listening and appreciation of difference</li> <li>• reflect on own learning style and performance including planning, time management, independent motivation, and collaboration skills, to develop strategies to improve their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how the study of applications of sociology affects their own thinking, values, attitudes, and practices, and consider possibilities and for social change</li> <li>• reflect on the characteristics of respectful and empathetic dialogue, including writing, speaking, listening and appreciation of difference</li> <li>• reflect on own learning style and performance including planning, time management, independent motivation, and collaboration skills, to develop strategies to improve their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how to engage in respectful and considerate interactions including appreciation of difference</li> <li>• reflect on how to discuss issues and work with others politely and respectfully</li> <li>• reflect on own learning to improve future outcomes</li> </ul>

## **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## **Assessment**

Refer to pages 9-11.

## Structure and Agency

**Value: 1.0**

Structure and Agency

**Value 0.5**

Structure and Agency

**Value 0.5**

### Unit Description

This unit explores the exercise of power by the social institutions and systems that inform the structure of society on a macro level, and in turn influence agency on a micro level. Students apply and assess sociological theories and methodologies to investigate the impact of institutional power on individuals and groups.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse sociological theories on power and institutions at the nexus of structure/agency</li> <li>• analyse sociological methodologies used to investigate social structures and agency at the macro and micro levels</li> <li>• assess structure and agency using the sociological imagination</li> <li>• apply research, theory, and communication skills to formulate sociological arguments about structure and agency</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse sociological theories on power and institutions at the nexus of structure/agency</li> <li>• critically analyse sociological methodologies used to investigate social structures and agency at the macro and micro levels</li> <li>• evaluate structure and agency using the sociological imagination</li> <li>• synthesise research, theory, and communication skills to formulate sociological arguments about structure and agency</li> </ul>	<ul style="list-style-type: none"> <li>• describe institutions in society</li> <li>• describes different types of people’s experiences of institutions</li> <li>• inquire into an institution’s effect on self and others</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>analyse sociological theories, concepts, principles, and models about structure and agency, for example, <i>Education</i>- Samuel Bowles and Herbert Gintis, Paul Willis, Pierre Bourdieu, Raewyn Connell; <i>Media</i>- Jean Baudrillard, Noam Chomsky, Stanley Cohen, <i>the Frankfurt School</i>; <i>Religion</i>- Karl Marx, Max Weber, Emile Durkheim, Richard Dawkins, Michel Maffesoli; <i>Politics</i>- C Wright Mills, Michel Foucault, Stephen Lukes, Hannah Arendt</li> <li>assess the applicability of a range of sociological theory and principles to questions of structures and agency, for example, issues in boys' education, memetics, representation of women in religion, political extremism</li> <li>assess existing research, including their methods and procedures used to scientifically and ethically collect and analyse data, on structures and agency, for example, confirmation bias, sample bias; Jonathon Kozol, "Savage Inequalities; Children in American Schools", 1991; Interrogate the Red Rooster Line; Robert Bellah Theory of Civil Religion</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse sociological theories, concepts, principles, and models about structure and agency for example, <i>Education</i>- Samuel Bowles and Herbert Gintis, Paul Willis, Pierre Bourdieu, Raewyn Connell; <i>Media</i>- Jean Baudrillard, Noam Chomsky, Stanley Cohen, <i>the Frankfurt School</i>; <i>Religion</i>- Karl Marx, Max Weber, Emile Durkheim, Richard Dawkins, Michel Maffesoli; <i>Politics</i>- C Wright Mills, Michel Foucault, Stephen Lukes, Hannah Arendt</li> <li>evaluate the applicability of a range of sociological theory and principles to questions of structures and agency, for example, issues in boys' education, memetics, representation of women in religion, political extremism</li> <li>evaluate existing research, including their methods and procedures used to scientifically and ethically collect and analyse data, on structures and agency, for example, confirmation bias, sample bias; Jonathon Kozol, "Savage Inequalities; Children in American Schools", 1991; Interrogate the Red Rooster Line; Robert Bellah Theory of Civil Religion</li> </ul>	<ul style="list-style-type: none"> <li>describe institutions in society</li> <li>describes different types of people's experiences of institutions</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• assess sociological representation of data on the construction of identity to critically analyse trends, patterns, and relationships, for example, statistical data, graphs, charts</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate sociological representation of data on the construction of identity to critically analyse trends, patterns, and relationships, for example, statistical data, graphs, charts</li> </ul>	
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>• analyse how sociological concepts have been produced by particular contexts and explain their significance to new times and places</li> <li>• apply ethical research methods to analyse phenomena, including a risk assessment, for example, a study using secondary data, such as, discourse analysis, content analysis, media analysis, meta-analysis, analyse received statistics; a sociological study on a low stakes topic in a classroom setting, for example, a full study of sandwich or music preferences; design, but not conduct, a study of a high-risk phenomena</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse how sociological concepts have been produced by particular contexts and evaluate their significance to new times and places</li> <li>• apply ethical research methods to analyse phenomena, including a risk assessment, for example, a study using secondary data, such as, discourse analysis, content analysis, media analysis, meta-analysis, analyse received statistics; a sociological study on a low stakes topic in a classroom setting, for example, a full study of sandwich or music preferences; design, but not conduct, a study of a high-risk phenomena</li> </ul>	<ul style="list-style-type: none"> <li>• describe how we behave differently with different community members and settings</li> <li>• use an ethical inquiry method</li> </ul>
<b>Communications</b>		
<ul style="list-style-type: none"> <li>• analyse research findings, sociological theories, and conclusions using clear arguments, representations of data, and appropriate sociological terminology, and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate research findings, sociological theories, and conclusions using sustained arguments, representations of data, and appropriate metalanguage, and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• use communication skills to share ideas about identity in a range of modes</li> </ul>
<b>Reflections</b>		
<ul style="list-style-type: none"> <li>• reflect on how the study of the construction of identity affects their own thinking, values, attitudes, and practices, and consider possibilities for social change</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how the study of structure and agency of identity affects their own thinking, values, attitudes, and practices, and consider possibilities and for social change</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how to engage in respectful and considerate interactions including appreciation of difference</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• reflect on the characteristics of respectful and empathetic dialogue, including writing, speaking, listening and appreciation of difference</li> <li>• reflect on own learning style and performance including planning, time management, independent motivation, and collaboration skills, to develop strategies to improve their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on the characteristics of respectful and empathetic dialogue, including writing, speaking, listening and appreciation of difference</li> <li>• reflect on own learning style and performance including planning, time management, independent motivation, and collaboration skills, to develop strategies to improve their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how to discuss issues and work with others politely and respectfully</li> <li>• reflect on own learning to improve future outcomes</li> </ul>

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## Assessment

Refer to pages 9-11.

## Independent Study

**Value: 1.0**

**Independent Study**

**Value 0.5**

**Independent Study**

**Value 0.5**

### Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

### Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse sociological theories on the chosen topic of study</li> <li>• analyse sociological methodologies used to investigate the chosen topic of study</li> <li>• assess the chosen topic of study using the sociological imagination</li> <li>• apply research, theory, and communication skills to formulate sociological arguments about the chosen topic of study</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse sociological theories on the chosen topic of study</li> <li>• critically analyse sociological methodologies used to investigate the chosen topic of study</li> <li>• evaluate the chosen topic of study using the sociological imagination</li> <li>• synthesise research, theory, and communication skills to formulate sociological arguments about the chosen topic of study</li> </ul>	<ul style="list-style-type: none"> <li>• describe examples and issues from the chosen area of study</li> <li>• describe how different people experience the chosen area of study</li> <li>• use inquiry skills to examine the chosen area of study</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>• analyse sociological theories, concepts, principles, and models about the chosen area of study</li> <li>• analyse the applicability of a range of sociological theory and principles to questions within the chosen area of study</li> <li>• analyse existing research, including their methods and procedures used to scientifically and ethically collect and analyse data, on the chosen topic of study</li> <li>• analyse sociological representations of data on the chosen topic of study</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse sociological theories, concepts, principles, and models about the chosen area of study</li> <li>• evaluate the applicability of a range of sociological theory and principles to questions within the chosen area of study</li> <li>• critically analyse existing research, including their methods and procedures used to scientifically and ethically collect and analyse data, on the chosen topic of study</li> <li>• evaluate sociological representations of data on the chosen topic of study</li> </ul>	<ul style="list-style-type: none"> <li>• describe examples and issues from the chosen area of study</li> <li>• identify reliable data on the chosen area of study</li> </ul>
<b>Context</b>		
<ul style="list-style-type: none"> <li>• analyse how sociological concepts have been produced by particular contexts and evaluate their significance to new times and places</li> <li>• apply ethical research methods to analyse phenomena, including a risk assessment, for example, a study using secondary data, such as, discourse analysis, content analysis, media analysis, meta-analysis, analyse received statistics; a sociological study on a low stakes topic in a classroom setting, for example, a full study of sandwich or music preferences; design, but not conduct, a study of a high-risk phenomena</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse how sociological concepts have been produced by particular contexts and evaluate their significance to new times and places</li> <li>• apply ethical research methods to analyse phenomena, including a risk assessment, for example, a study using secondary data, such as, discourse analysis, content analysis, media analysis, meta-analysis, analyse received statistics; a sociological study on a low stakes topic in a classroom setting, for example, a full study of sandwich or music preferences; design, but not conduct, a study of a high-risk phenomena</li> </ul>	<ul style="list-style-type: none"> <li>• describe how different people experience the chosen area of study</li> <li>• use ethical inquiry skills to examine the chosen area of study</li> </ul>

A Course	T Course	M Course
<b>Communication</b>		
<ul style="list-style-type: none"> <li>analyse research findings, sociological theories, and conclusions using sustained arguments and appropriate metalanguage, and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>evaluate research findings, sociological theories, and conclusions using sustained arguments and appropriate metalanguage, and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>use communication skills to share ideas about the chosen area of study</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on how the study of Sociology affects their own worldview and practices</li> <li>reflect on the characteristics of respectful and empathetic dialogue, including writing, speaking, listening and appreciation of difference</li> <li>reflect on own learning style and performance including planning and time management, to develop strategies to improve their own learning</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how the study of Sociology affects their own worldview and practices</li> <li>reflect on the characteristics of respectful and empathetic dialogue, including writing, speaking, listening and appreciation of difference</li> <li>reflect on own learning style and performance including planning and time management, to develop strategies to improve their own learning</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how to engage in respectful and considerate interactions including appreciation of difference</li> <li>reflect on how to discuss issues and work with others politely and respectfully</li> <li>reflect on own learning to improve future outcomes</li> </ul>

### A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### Assessment

Refer to pages 9-11.

## Appendix A – Implementation Guidelines

### Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor, or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

### Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

### Guidelines for Delivery

#### Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

## **Content Descriptions**

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

### **Half standard 0.5 units**

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

## **Moderation**

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

### **Moderation by Structured, Consensus-based Peer Review**

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

### **Preparation for Structured, Consensus-based Peer Review**

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

### **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

### **Visual evidence for judgements made about practical performances**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

<b>Name</b>	<b>College</b>
Dr Bianca Baggiarini	UNSW Canberra
Julie Chaney	St Clare's College
Zoe Rothfield	Melba Copland Secondary School
Amer Salman	Radford College

## Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

## Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

## Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

**Learning areas** are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

**Frameworks** are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

**Core** units are foundational units that provide students with the breadth of the subject.

**Additional** units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

**Content descriptions** refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

**Achievement standards** provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

## Appendix F – Course Adoption

### Condition of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

### Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au). A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

<b>College:</b>	
<b>Course Title:</b>	<b>Sociology</b>
<b>Classification/s:</b>	<b>A   T   M</b>
<b>Accredited from:</b>	2022
<b>Framework:</b>	Humanities and Social Sciences Framework 2019