

Sociology

A/T/M

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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, establish a rich learning environment and generate 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)

* 1. 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)

* 1. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.

(Metacognition)

* 1. Learners’ sense of self and motivation to learn affects learning.

(Self-concept)

* 1. Learning needs to take place in a context of high expectations.

(High expectations)

* 1. Learners learn in different ways and at different rates.

(Individual differences)

* 1. Different cultural environments, including the use of language, shape learners’ understandings and the way they learn.

(Socio-cultural effects)

* 1. Learning is a social and collaborative function as well as an individual one.

(Collaborative learning)

* 1. 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

Literacy is of fundamental importance in the study of Sociology. Students access psychological content through a variety of print, oral, visual, spatial and electronic forms, including journal articles, photographs, and films. They learn to interpret and extrapolate meaning from a variety of sources to identify sociological evidence. They analyse and evaluate theories and evidence for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They learn to monitor their own language use for accuracy in the use of sociological terms, clarity of ideas and explanations, conciseness of expression and use language effectively to articulate a position.

### Numeracy

Numeracy is useful in the sociological inquiry process, which requires students to recognise patterns and relationships statistically through different procedures such as correlation and t-tests. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example, in relation to correlation between the variables or mean differences.

### Information and Communication Technology (ICT) Capability

Information and Communication Technology (ICT) capability is important in the inquiry process, particularly in relation to research, investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence and to communicate sociological information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, evidence, revelation and narrative recount of experiences. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the sociological inquiry process.

### Critical and Creative Thinking

Critical and creative thinking is integral to the sociological inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of sociological topics. The demands of sociological inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an analysis of results or evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the evidence.

### Personal and Social Capability

Personal and social capability skills are developed and practiced in Sociology by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in Sociology. Students develop advanced research, and presentation skills to express and justify their views effectively to others. Through the study of related literature in particular, students develop their ability to appreciate the perspectives and points of view of others. Students develop increasing social awareness through the study of relationships between individuals and diverse groups in the modern world.

### Ethical Understanding

Ethical understanding provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the cognitions and behaviours of people in the past compared with those of today. Students have opportunities both independently and collaboratively to explore the values, beliefs and principles that were the basis for the judgments and actions of people in the past.

### Intercultural Understanding

Intercultural understanding is a vital part of learning in Sociology. Students explore the different cognitions and behaviours of a range of cultural groups and develop an appreciation of the diversity. They have opportunities to develop an understanding of how and why people think, feel and act in a particular way. Students develop an understanding of different contemporary perspectives, the sociological contexts for those perspectives, their sociological influence on the relationships between different groups within society, and how they contribute to individual and group behaviours.

# Cross-Curriculum Priorities

### Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander Sociology includes study of the cognitions and behaviours that have influenced movements for change, the progress towards recognition and equality for Aboriginal and Torres Strait Islander people, and the focus of continued efforts.

### Asia and Australia’s Engagement with Asia

Asia and Australia’s engagement with Asia includes the patterns of cognitions and behaviours of Asians (and how they differ from the European experience), the distinctive and changing character of Asia, the growing influence of Asia in the world, and how Australia’s engagement with Asia in the modern period has changed over time – psychologically, culturally and politically.

### Sustainability

Sustainability provides opportunities to study the effects of developments such as the Industrial Revolution and Digital Technology on the human psyche and the effects of how humans think, feel and act on environmental sustainability in the modern period.

Sociology

**A/T/M**

Rationale

Sociology is the study of how individuals and groups think, feel, and behave. Students develop an understanding of themselves and others by exploring the roles and interactions between individuals and society.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain behaviour. They analyse the nature and purpose of Sociology and develop insights into types of behaviour across a range of contexts in society.

Students develop skills which promote objective thinking and apply evidence-based research for understanding and interpreting human behaviour. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about human behaviour. They develop skills to communicate effectively and present logical and coherent arguments.

This course enables students to understand how individuals function within different contexts. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.

The study of Sociology provides continuity with many tertiary and industry courses.

# Goals

This course enables students to:

* analyse behavioural science theories, concepts, principles, methodologies, assumptions, perspectives and ideas
* analyse the nature of human behaviour and the impact of factors that influence how humans feel, think and act at an individual, group and societal level
* understand the influence of historical, political, technological and cultural contexts on behaviour
* analyse values and attitudes and evaluate their influence on behaviour
* reflect on individual differences, including social and cultural diversity through developing social skills, values and awareness
* apply sociology knowledge and skills to develop insights on individuals and society
* communicate in a range of modes and mediums for specific purposes and audiences
* understand the nature and purposes of sociology
* apply skills in practical contexts.

# Unit Titles

* Identity
* Sociology of Social Justice
* Cultural Icons
* Power and Institutions
* Negotiated Study

# Organisation of Content

### Identity

Inthis unit, students studythe ways people define themselves and their relationships with others. The electives in this unit provide students with opportunities to study the myriad ways that society classifies and categorizes people at an individual and small group level, and how individuals can be constrained and empowered through their identification with such labels.

### Sociology of Social Justice

Inthis unit, students study social issues that lend themselves to activism and debate: issues of equality, justice and fairness on a social scale. The electives in this unit provide students with opportunities to explore all sides of these issues, to develop the skills and acquire the information to make informed decisions about issues that affect them.

### Cultural Icons

Inthis unit, students study all levels of culture: the ideas, institutions and practices that define the ways we communicate and interact with each other. The electives in this unit provide students with opportunities to study the ways that ideas shape social life, from mass communication to everyday recreation activities.

### Power and Institutions

Inthis unit, students studythe superstructure of society: the social institutions and systems that determine the structure of society on a macro level, and in turn influence life on a micro level. The electives in this unit provide students with opportunities to study the ‘big picture’ of society, and explore the ways in which their lives are shaped by forces outside of their control.

### Negotiated Study

This unit is a negotiated sociological investigation of a contemporary issue. This study may be a research unit,an extension of previously studied topics; cover electives not previously studied or may be from the broader field of Sociology. Students engaging in the unit will address the content descriptions and assessment criteria.

# Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide 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 B). 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 A/T/M

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| --- | --- | --- |
| Task Type | Test | Inquiry |
|  | A test may include:   * multiple choice * short answer responses * extended response * in-class essay | Suggested tasks may include:   * oral presentation * research report * experimental report/survey * literature review * essay * seminar * multimedia presentation * case studies * film study * diary/ journal entry * public campaign * role play * journal article * model * sociogram * artwork |
| Weightings in A/T 1.0 Units | 40 - 60% | 40 - 60% |
| Weightings in A/T 0.5 Units | 40 - 60% | 40 - 60% |
| Weightings in M 1.0 and 0.5 Units | 10 - 90% | 10 - 90% |

### 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 should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
* Suggested guidelines for a written task: **A** 500 - 800, **T** 800 - 1500 words.
* Suggested guidelines for an oral presentation: **A** 5 - 8 minutes, **T** 8 - 15 minutes.
* It is highly recommended that students undertake a research report or experimental report/survey during the course of their study.

# 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.

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| Achievement Standards for Sociology A Course Year 11 | | | | | |
|  | A student who achieves an A grade typically | A student who achieves a B grade typically | A student who achieves a C grade typically | A student who achieves a D grade typically | A student who achieves an E grade typically |
| Knowledge and understanding | * analyses theories, concepts and models used to explain behaviour | * discuss theories, concepts and models used to explain behaviour | * interprets theories, concepts and models used to explain behaviour | * describes theories, concepts and models used to explain behaviour | * identifies theories, concepts and models used to explain behaviour |
| * analyses the nature and purpose of Sociology | * discuss the nature and purpose of Sociology | * interprets the nature and purpose of Sociology | * describes the nature and purpose of Sociology | * identifies the nature and purpose of Sociology |
| * compares perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level | * identifies some perspectives and ideas with little or no reference to how humans think, feel and act at an individual, group and societal level |
| Skills | * analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour | * explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | * describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | * describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour | * considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour |
| * communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes | * communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes | * communicates in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes | * communicates in some modes and genres for specific audiences and purposes | * communicates with little or no reference to audiences and purposes |
| * plans and undertakes independent inquiries and analyses relevant data and information based on an analysis of valid and reliable sources | * plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources | * undertakes guided inquiries and analyses data and information based on a range of appropriate sources | * undertakes guided inquiries using limited sources | * undertakes simple research on a topic with little or no reference to sources |

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| Achievement Standards for Sociology T Course Year 11 | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Knowledge and understanding | * critically analyses theories, concepts and models used to explain behaviour and evaluates their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * analyses theories, concepts and models used to explain behaviour and analyses their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * explains theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level |
| * critically analyses principles, methodology, approaches to data and procedures in Sociology and evaluates their validity and reliability | * analyses principles, methodology, approaches to data and procedures in Sociology and analyses their validity and reliability | * explains principles, methodology, approaches to data and procedures in Sociology and describes their validity and reliability | * describes principles, methodology, approaches to data and procedures in Sociology with some reference to validity and reliability | * identifies principles, methodology, approaches to data and procedures in Sociology with little or no reference to validity and reliability |
| * critically analyses the nature and purpose of Sociology and evaluates the impact of external factors on individuals, groups and society across a range of contexts | * analyses the nature and purpose of Sociology and analyse the impact of external factors on individuals, groups and society across a range of contexts | * explains the nature and purpose of Sociology and describes the impact of external factors on individuals, groups and society across a range of contexts | * describes the nature and purpose of Sociology with some reference to the impact of external factors on individuals, groups and society across a range of contexts | * identifies the nature and purpose of Sociology with little or no reference to the impact of external factors on individuals, groups and society across a range of contexts |
| * critically analyses the types of behaviour demonstrated by individuals, groups and society and evaluates representations and interpretations to explain human behaviour | * analyses the types of behaviour demonstrated by individuals, groups and society and analyses representations and interpretations to explain human behaviour | * explains the types of behaviour demonstrated by individuals, groups and society and describes representations and interpretations to explain human behaviour | * describes the types of behaviour demonstrated by individuals, groups and society with some reference to representations and interpretations to explain human behaviour | * identifies the types of behaviour demonstrated by individuals, groups and society with little or no reference to representations and interpretations to explain human behaviour |
| Skills | * critically analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour | * analyses theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | * explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | * describes theories, concepts and models from a personal perspective | * considers claims from a personal perspective |
| * critically analyses complex problems, and makes reasoned, plausible predictions in unfamiliar contexts | * analyse complex problems, and make reasoned, plausible predictions in unfamiliar contexts | * interprets complex problems, and make reasoned, plausible predictions in familiar contexts | * interprets complex problems, and makes some predictions in familiar contexts | * describes complex problems, and makes some predictions in familiar contexts |
| * communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes | * communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes | * communicates clearly in a range of modes, styles and genres for specific purposes | * communicates in a range of modes and genres | * communicates in a range of modes |
| * plans and undertakes independent inquiries and analyses relevant data and information based on a critical evaluation of reliable and useful sources | * plans and undertakes independent inquiries and analyses relevant data and information based on an assessment of reliable and useful sources | * undertakes guided inquiries and analyses data and information based on a range of appropriate sources | * undertakes guided inquiries using limited sources | * undertakes simple research on a topic |

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| Achievement Standards for Sociology A Course Year 12 | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Knowledge and understanding | * analyses theories, concepts and models used to explain behaviour and explains their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * discuss theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * interprets theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level |
| * analyses the nature and purpose of Sociology and explains the impact of external factors on individuals, groups and society across a range of contexts | * discuss the nature and purpose of Sociology and describes the impact of external factors on individuals, groups and society across a range of contexts | * interprets the nature and purpose of Sociology and describes the impact of external factors on individuals, groups and society across contexts | * describes the nature and purpose of Sociology with some reference to the impact of external factors on individuals, groups and society across contexts | * identifies the nature and purpose of Sociology with little or no reference to the impact of external factors on individuals, groups and society across contexts |
| * compares a variety of perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level | * identifies some perspectives and ideas with little or no reference to how humans think, feel and act at an individual, group and societal level |
| Skills | * analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour | * explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | * describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | * describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour | * considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour |
| * communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes | * communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes | * communicates in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes | * communicates in some modes and genres for specific audiences and purposes | * communicates with little or no reference to audiences and purposes |
| * plans and undertakes independent inquiries and analyses relevant data and information based on an evaluation of valid and reliable sources | * plans and undertakes independent inquiries and analyses relevant data and information based on an assessment of valid and reliable sources | * undertakes guided inquiries and analyses data and information based on a range of appropriate sources | * undertakes guided inquiries using limited sources | * undertakes simple research on a topic with little or no reference to sources |

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| Achievement Standards for Sociology T Course Year 12 | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Knowledge and understanding | * critically analyses theories, concepts and models used to explain behaviour and evaluates their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * analyses theories, concepts and models used to explain behaviour and analyses their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * explains theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level | * identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level |
| * critically analyses principles, methodology, approaches to data and procedures in Sociology and evaluates their validity and reliability | * analyses principles, methodology, approaches to data and procedures in behaviour science and analyses their validity and reliability | * explains principles, methodology, approaches to data and procedures in behaviour science and describes their validity and reliability | * describes principles, methodology, approaches to data and procedures in behaviour science with some reference to validity and reliability | * identifies principles, methodology, approaches to data and procedures in behaviour science with little or no reference to validity and reliability |
| * critically analyses the nature and purpose of Sociology and evaluates the impact of factors on individuals, groups and society across a range of contexts | * analyses the nature and purpose of Sociology and analyses its impact of factors on individuals, groups and society across a range of contexts | * explains the nature and purpose of Sociology and describes the impact of factors on individuals, groups and society across a range of contexts | * describes the nature and purpose of Sociology with some reference to the impact of factors on individuals, groups and society across a range of contexts | * identifies the nature and purpose of Sociology with little or no reference to the impact of factors on individuals, groups and society across a range of contexts |
| * critically analyses the types of behaviour demonstrated by individuals, groups and society and evaluates representations and interpretations to explain human behaviour | * analyses the types of behaviour demonstrated by individuals, groups and society and analyses representations and interpretations to explain human behaviour | * explains the types of behaviour demonstrated by individuals, groups and society and describes representations and interpretations to explain human behaviour | * describes the types of behaviour demonstrated by individuals, groups and society with some reference to representations and interpretations to explain human behaviour | * identifies the types of behaviour demonstrated by individuals, groups and society with little or no reference to representations and interpretations to explain human behaviour |
| * synthesises a variety of perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * compares and analyses perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * compares and explains perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * identifies perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level |
| Skills | * critically analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour | * analyses theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | * explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | * describes theories, concepts and models from a personal perspective | * considers claims from a personal perspective |
| * critically analyses complex problems, and makes reasoned, plausible predictions in unfamiliar contexts | * analyse complex problems, and make reasoned, plausible predictions in unfamiliar contexts | * interprets complex problems, and make reasoned, plausible predictions in familiar contexts | * interprets complex problems, and makes some predictions in familiar contexts | * describes complex problems, and makes some predictions in familiar contexts |
| * communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes | * communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes | * communicates clearly in a range of modes, styles and genres for specific purposes | * communicates in a range of modes and genres | * communicates in a range of modes |
| * analyses and reflects with insight on how concepts and theories have developed over time | * analyses and reflects how concepts and theories have developed over time | * explains how concepts and theories have developed over time | * describes how concepts and theories have developed over time | * identifies how concepts and theories have developed over time |
| * plans and undertakes independent inquiries and analyses relevant data and information based on a critical evaluation of valid and reliable sources | * plans and undertakes independent inquiries and analyses relevant data and information based on an assessment of valid and reliable sources | * undertakes guided inquiries and analyses data and information based on a range of appropriate sources | * undertakes guided inquiries using limited sources | * undertakes simple research on a topic |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Achievement Standards for Sociology M Course - Years 11 and 12 | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Knowledge and understanding | * describes the nature and purpose of Sociology with independence | * describes the nature of purpose of Sociology with assistance | * recounts the nature and purpose of Sociology with occasional assistance | * identifies the nature and purpose of Sociology with continuous guidance | * identifies the nature and purpose of Sociology with direct instruction |
| * describes basic theories, concepts and principles with independence | * describes basic theories, concepts and principles with assistance | * recounts basic theories, concepts and principles with occasional assistance | * identifies theories, concepts and principles with continuous guidance | * identifies some concepts and principles with direct instruction |
| Skills | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with independence | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with assistance | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with occasional assistance | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with continuous guidance | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with direct instruction |
| * plans and undertakes independent inquiries with independence | * plans and undertakes independent inquiries with assistance | * undertakes guided inquiries with occasional assistance | * undertakes guided inquiries with continuous guidance | * undertakes simple research on a topic with direct instruction |

# Identity Value 1.0

#### Identity a Value 0.5

#### Identity b Value 0.5

## Unit Description

This unit explores society on the individual level: the ways people define themselves and their relationships with others. The electives in this unit provide students with opportunities to study the myriad ways that society classifies and categorizes people at an individual and small group level, and how individuals can be constrained and empowered through their identification with such labels.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * understand sociological knowledge and skills to develop insights on individuals and groups | * understand sociological knowledge and skills to develop insights on individuals and groups | * understand sociological knowledge and skills to develop insights on individuals and groups |
| * apply sociological knowledge and skills in a range of contexts | * apply sociological knowledge and skills in a range of contexts | * apply sociological knowledge and skills in a range of contexts |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Theories, concepts, principles and models | | |
| * analyse sociological theories, concepts, principles and models (SOCA01) | * analyse sociological theories, concepts, principles and models (SOCT01) | * identifiy features of sociological theories, concepts, principles and models (SOCM01) |
|  | * analyse how sociological concepts and theories apply in different times and contexts (SOCT02) |  |
| * compare and contrast sociological theories, concepts, principles and models (SOCA02) | * draw connections between, and compare and contrast sociological theories, concepts, principles and models (SOCT03) |  |
| * analyse the applicability of sociological theory and principles to everyday real world issues (SOCA03) | * analyse and evaluate the applicability of sociological theory and principles to everyday real world issues (SOCT04) |  |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Methodology and approaches to data | | |
| * use diverse investigatory methods and procedures to collect, record, classify, quantify and process primary and secondary research data, with consideration of ethical issues (SOCA04) | * use diverse investigatory methods and procedures to collect, record, classify, quantify and process primary and secondary research data, with consideration of ethical issues (SOCT05) | * conduct investigations (SOCM02) |
|  | * analyse data to identify trends, patterns and relationships, and synthesize evidence to make and justify conclusions (SOCT06) |  |
|  | * analyse data for measurement error, bias, subjectivity and uncertainty, and understand the limitations of qualitative and quantitative data (SOCT07) |  |
| Nature and purpose of sociology | | |
| * understand the nature of sociology as a study of human groups and social behaviour (SOCA05) | * understand the nature of sociology as a study of human groups and social behaviour (SOCT08) | * understand the nature of sociology as a study of human groups and social behaviour (SOCM03) |
| * apply key sociological concepts, theories and methods to social life in Australian society and global contexts (SOCA06) | * apply key sociological concepts, theories and methods to social life in Australian society and global contexts (SOCT08) |  |
|  | * devise and assess sociological solutions to real world problems (SOCT09) |  |
| Perspectives and interpretation | | |
| * analyse the validity and reliability of sociology-related information and opinions presented in the public domain (SOCA07) | * evaluate the validity and reliability of sociology-related information and opinions presented in the public domain (SOCT10) |  |
| * analyse social norms and values (SOCA08) | * evaluate social norms and values, and how they change, by comparing perspectives (SOCT11) | * identify social norms (SOCM04) |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Explanation and communication | | |
| * communicate sociological information, ideas and research findings (SOCA09) | * communicate sociological information, ideas and research findings (SOCT12) | * communicate sociological information and ideas (SOCM05) |
| * use communication methods suitable for different audiences and purposes (SOCA10) | * use communication methods suitable for different audiences and purposes (SOCT13) | * use communication methods suitable for different audiences and purposes (SOCM06) |
| * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCA11) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCT14) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCM07) |

## Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the table below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from the table below.

#### Sexuality and Gender

This elective explores issues of how a person’s sexuality and gender identity relate to their individual identity. Students studying this unit will learn about how concepts of sexuality and gender identity are defined, how this has changed over time, and how a person’s sexuality and gender identity shape their life.

Sociological concepts of sexuality gender identity,for example, studying sex (male, female, intersex), gender (masculinity, femininity), sexuality (heterosexual, homosexual, bisexual, queer, asexual, et al), gender identity, (cisgender, transgender, et al), gender typing & socialization, transphobia and cissexism.

Theories of gender identity,for example, the study of sociobiological theories of gender differences; Functionalist theories of gender roles (Parsons); Psychological theories of gender identity (Bem); Feminist theories of gender (deBouvier, Rich, Connell, et al). Theories of sexuality,for example, queer theory (Foucault, Butler).

Assumptions and limitationsof ideas such as gender roles, essentialism, stereotypes, media representation, objectification & sexualisation, prejudice, gender normativity, gender and sexual fluidity, and cross-cultural ideas of gender and sexuality.

Roles, influences and impacts of the Feminist movement, the gay rights movement, special interest groups, the mass media, education, religion, family and the internet.

The social discourse regarding the impact of the media on ideas of sexuality and gender identity; changing attitudes to sexuality and gender over time; scientific studies (Kinsey, Masters & Johnson).

Factors contributing to understandings of sexuality and gender identity,for example, religion, political power, youth, popular culture and the legal system.

Assessing the validity and reliability of quantitative and qualitative approaches to sexuality and gender identity.

#### Race and Ethnicity

This elective explores how race and ethnicity influence societies and their populations. Students studying this unit will learn about sociological approaches to race and ethnicity in the past, present and future context.

Sociological concepts including the contrast between race, ethnicity and culture as ways of understanding identity; how populations and minority groups interact in different contexts around the world, and changes to concepts of race and ethnicity throughout history.

Theories including Interactionism (Labelling Theory)\*, Neo-Marxism, Wirth’s theory of minority groups.

Assumptions and limitations of ideas about ‘race’, including, ethnicity and culture in the context of multiculturalism,refugees,immigration and people movement.

Roles, influences and impacts of racism and ethnic and cultural clashes, including ethnic cleansing/genocide (The Holocaust, Rwanda, Darfur et al), globalisation, clash of ideologies, structural/institutional inequalities, civil rights movements.

The social discourse regarding Indigenous Australian in a global context, asylum seekers, assimilation, and multiculturalism.

Factors contributing to the sociology of race and ethnicity, for example, economic inequality, immigration, globalisation, international development and cultural/media representations.

Assessing the validity and reliability of past and present quantitative and qualitative approachesto understanding race, racism, ethnicity and culture.

#### Family and Relationships

This elective will explore the role of family and relationships in society. Students studying this elective will learn about the changing nature of families and relationships, including in a historical and cultural context, and the impact on society.

Sociological concepts of family and relationships including historical and cross-cultural constructions such as family, kinship, monogamy, polygamy, gender roles and stereotypes, masculinity, femininity, mothering, fathering, de facto relationships, same-sexcouples, marriage, extended families, blended families, arranged marriages and adultery.

Theories including Marxism (Engels), Functionalism (Parsons) and Feminism (Millet, Chodorow, Walby, Rich, Firestone).

Assumptions and limitations of ideas about traditional family structure and gender roles, in different cultures (nuclear family, extended families, and marriage traditions et al).

Roles, influences and impacts of family and social relationships to well-being, communities, family breakdown, separation and divorce, and changing conceptions of gender/sexuality.

The social discourseregarding family structures, idealised family, types of relationships, abusive relationships, aging population and parenting.

Factors contributing to the sociology of family and relationships are work, media representations, and intergenerational issues, and demography.

Assessing the validity and reliability of past and present quantitative and qualitative approaches to family structures, changing gender roles and relationships.

#### Subcultures

This elective explores the concept of subcultures. Students studying this elective will learn about how subcultures are formed, what role they play in people’s lives, and how they relate to other aspects of society.

Sociological concepts of subcultures including mainstream culture, popular culture, youth culture, the 'zeitgeist', gangs, mass media, fringe culture, counterculture, community, peers.

Theories of subcultures and how they relate to identity,for example, subversion (Hebdige); resistance (Hall and the Birmingham Center for Contemporary Cultural Studies); neo-Marxism (Willis); urban tribes (Maffesoli); media studies (Rushkoff).

Assumptions and limitationsof ideas such as tribalism, 'normality', 'mainstream' and 'alternative' culture, individualism and collectivism, and peer pressure

Roles, influences and impacts on individual identity, of factors such as popular culture, media, peer groups, family.

The social discourse regarding the ways 'normal' behaviour is defined and the 'threat' of subcultures to norms and values; the changing nature of subcultures over time; the concept of 'cool'.

Factors contributing to the formation of subcultures, including age, education, class, race and ethnicity.

Assessing the validity and reliability of quantitative and qualitative approaches to subcultures.

#### Australian Indigenous Identity

This elective explores Australian Indigenous Identity in its current and past forms. Students studying this unit will learn about issues of identity in relation to Australia’s Indigenous peoples.

Sociological concepts include culture, ethnicity and race, racism and stereotyping,  prejudice, multiculturalism, immigration, equality, oppression in relation to Australian Indigenous Peoples’.

Theories,for example, Conflict Theory (Marxism, Neo-Marxism, Gramsci, Feminism), Weber’s theory, Functionalism (Durkheim, Parsons), Interactionism and Post-Modernism theory (Foucault).

Assumption and limitations of ideas about indigenous identity, race, indigenous communities, skin colour, and interventionism.

Roles, influences and impacts of the stolen generation, the intervention, colonialism, land rights, health, education, cultural appropriation, mandatory and indigenous leaders (Mabo, on indigenous identity.

The social discourse regarding self determination, definition of indigenous, global cultural comparisons, rural and urban indigenous communities, and representation in the justice system.

Factors contributing to indigenous identity are political power, economic inequality, work, health, education, crime and deviance and globalisation.

#### Australian Culture and Identity

This elective explores the origins and theories of Australian Culture and Identity. Students studying this unit will learn about issues of national identity, cultural development and the past, present and future of Australia and Australian identity.

Sociological Concepts on the idea of Australian culture and the norms, values and beliefs that define this culture. Study of sociological concepts of Australian culture,for example, national identity, Australian cultural icons, multiculturalism, international influence, indigenous contributions to society, colonization, historical events that contribute to what it means to be Australian, and the future direction of Australia.

Theories that may be covered in this unit include, culture shock, Durkheim: Collective Conscience, egalitarianism, Anderson: Imagined Communities and Marxism.

Assumptions and limitations of the sociological ideas on explaining and reflecting on Australian Identity, including the concept of nationalism and perceptions of being Australian.

Roles, influences and impacts of factors such as indigenous identity, cultural icons including sport, art and music, multiculturalism, global threats, and class on Australian Identity.

The social discourse on Indigenous recognition, multiculturalism, immigration, Australian Identity, colonial influence, commemoration, global identity and historical international ties, international perceptions of Australia.

Factors contributing to the Australian culture identity,for example, the changing nature of Australian identity, multiculturalism, class, geography, race and racism, immigration, urbanisation, rural identity and gender.

Assessing the validity and reliability of quantitative and qualitative approaches to Australian Culture Identity.

## 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 learningis what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis 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 8-10.

# Sociology of Social Justice Value 1.0

#### Sociology of Social Justice a Value 0.5

#### Sociology of Social Justice b Value 0.5

## Unit Description

This unit explores social issues that lend themselves to activism and debate: issues of equality, justice and fairness on a social scale. The electives in this unit provide students with opportunities to explore all sides of these issues, to develop the skills and acquire the information to make informed decisions about issues that affect them.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * understand sociological knowledge and skills to develop insights on individuals and groups | * understand sociological knowledge and skills to develop insights on individuals and groups | * understand sociological knowledge and skills to develop insights on individuals and groups |
| * apply sociological knowledge and skills in a range of contexts | * apply sociological knowledge and skills in a range of contexts | * apply sociological knowledge and skills in a range of contexts |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Theories, concepts, principles and models | | |
| * analyse sociological theories, concepts, principles and models (SOCA01) | * analyse sociological theories, concepts, principles and models (SOCT01) | * identifiy features of sociological theories, concepts, principles and models (SOCM01) |
|  | * analyse how sociological concepts and theories apply in different times and contexts (SOCT02) |  |
| * compare and contrast sociological theories, concepts, principles and models (SOCA02) | * draw connections between, and compare and contrast sociological theories, concepts, principles and models (SOCT03) |  |
| * analyse the applicability of sociological theory and principles to everyday real world issues (SOCA03) | * analyse and evaluate the applicability of sociological theory and principles to everyday real world issues (SOCT04) |  |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Methodology and approaches to data | | |
| * use diverse investigatory methods and procedures to collect, record, classify, quantify and process primary | * use diverse investigatory methods and procedures to collect, record, classify, quantify and process primary | * conduct investigations (SOCM02) |
| and secondary research data, with consideration of ethical issues (SOCA04) | and secondary research data, with consideration of ethical issues (SOCT05) |  |
|  | * analyse data to identify trends, patterns and relationships, and synthesize evidence to make and justify conclusions (SOCT06) |  |
|  | * analyse data for measurement error, bias, subjectivity and uncertainty, and understand the limitations of qualitative and quantitative data (SOCT07) |  |
| Nature and purpose of sociology | | |
| * understand the nature of sociology as a study of human groups and social behaviour (SOCA05) | * understand the nature of sociology as a study of human groups and social behaviour (SOCT08) | * understand the nature of sociology as a study of human groups and social behaviour (SOCM03) |
| * apply key sociological concepts, theories and methods to social life in Australian society and global contexts (SOCA06) | * apply key sociological concepts, theories and methods to social life in Australian society and global contexts (SOCT08) |  |
|  | * devise and assess sociological solutions to real world problems (SOCT09) |  |
| Perspectives and interpretation | | |
| * analyse the validity and reliability of sociology-related information and opinions presented in the public domain (SOCA07) | * evaluate the validity and reliability of sociology-related information and opinions presented in the public domain (SOCT10) |  |
| * analyse social norms and values (SOCA08) | * evaluate social norms and values, and how they change, by comparing perspectives (SOCT11) | * identify social norms (SOCM04) |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Explanation and communication | | |
| * communicate sociological information, ideas and research findings (SOCA09) | * communicate sociological information, ideas and research findings (SOCT12) | * communicate sociological information and ideas (SOCM05) |
| * use communication methods suitable for different audiences and purposes (SOCA10) | * use communication methods suitable for different audiences and purposes (SOCT13) | * use communication methods suitable for different audiences and purposes (SOCM06) |
| * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCA11) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCT14) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCM07) |

## Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the table below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from the table below.

### Economic Inequality

This elective explores economic inequality looks at the patterns, trends, and extent of, as well as changes to, economic inequality. Students studying this unit will learn about the causes and consequences of economic inequality.

Sociological concepts of economic inequality including social stratification, class, class consciousness, wealth, socio-economic status, prestige, roles, life chances, social mobility, poverty and forms of capital.

Theories of the sociology of economic inequality including Conflict Theory (Marxism, Neo-Marxism, Gramsci, Feminism), Cultural Capital (Bourdieu) Weber’s theory, Functionalism (Durkheim, Parsons), Interactionism and Postmodern theory (Foucault).

Assumptions and limitations of ideas about economic inequality including, definition, politicisation of inequality and poverty, and the causes of poverty.

Roles, influences and impacts of economic inequality and the distribution of wealth, power and employment patterns across Australia and compared to the rest of the world.

The social discourse about changes to economic inequality across Australia and how it compares to the rest of the world; welfare state; social responsibility, welfare dependency, and ‘trickle down economics’.

Factors contributing to inequality ,for example, political power, education, gender inequality, education, technology / ICT, globalisation, and subcultures, culture, cultural ideology.

Assessing the validity and reliability of quantitative and qualitative approaches to the extent of, and changes to, economic inequality and its causes and consequences.

### Crime and Justice

This elective explores the nature of deviance and theories of criminal behaviour. Students studying this unit will learn about how certain behaviours are designated as ‘deviant’ or ‘criminal’, theories of why people commit deviant acts, the role of the justice system, and contemporary issues such as crime fighting, the justice system and incarceration.

Sociological concepts of what constitutes crime and deviance. ,for example, norms, values, mores and taboos; the changing nature of norms with regards to other social factors; the way laws reflect social norms and values; sociological concepts of justice and the law, including sanctions, recidivism, policing and police corruption, racial profiling, and restorative justice, imprisonment

Theories of why certain behaviours are criminalised,for example, Functionalism (Durkheim) and Marxism (Western Marxism). Theories of why people commit crimes,for example, Functionalism (Merton) and Interactionism (Becker, Lemert - Labelling theory). Theories of the justice system include conflict theories (Marxism and class), the ‘medicalisation’ of deviance, repressive and ideological state apparatus (Gramsci, Althusser), and elite theory.

Assumptions and limitations of ideas such as what constitutes 'normal' and 'deviant' behaviour; status offences; social stigma; shaming, implicit and explicit social sanctions; issues in the Justice System, including racial profiling, restorative justice, zero tolerance policing, mandatory sentencing, mandatory minimum, and shame punishment.

Roles, influences and impacts of activist groups; 'scare campaigns'; demonisation of youth and counterculture; us and them (‘the other').

The social discourse regarding the relationship between deviance and mental illness; institutional deviance; corporate crime; white collar crime; government overreach  (The 'nanny state'), alternative sentencing, police corruption and mandatory sentencing, over representation of minorities in prisons, and privatisation of prisons.

Factors contributing to rates of crime and deviance including age, race, class, gender education, employment, health and power.

Assessing the validity and reliability of quantitative and qualitative approaches to crime and deviance.

### Gender Inequality

This elective explores the issue of gender equality in society on a structural level. Students studying this unit will learn about the history of gender studies and Feminism, and about current issues of inequality facing women and men.

Sociological concepts of gender equality, concepts of ‘femininity’ and ‘masculinity’, factors that underpin the relationship between gender and power, such as sexism (individual and institutional), patriarchy, misogyny and misandry.

Theories of gender inequality,for example, First Wave Feminism (Wollsencraft, the Suffrage movement); Second Wave Feminism (de Beauvoir, Friedan, Greer, Steinem); Third Wave and Radical Feminism (Millet, Firestone, Rich, Wolf, Paglia); Marxism (Engels).

Assumptions and limitations of ideas such as equality and equity; individual and institutional sexism; measurements of equality; the 'glass ceiling'; media representation, objectification and sexualisation; ‘rape culture’. Also examine the impact of non-white, non-Western and gay Feminism.

Roles, influences and impacts of key events and ideas such as the right to vote, the equal rights legislation, reproductive rights including abortion and contraception, women's health, sexual harassment laws.

The social discourse regarding to what extent gender equality has changed; the representation of women in politics, institutions and the workplace; portrayal of women in  the media, fashion, and advertising; the definition of 'Feminism/ist', the backlash against Feminism.

The social discourse around the legitimate advocacy of men in relation to the father’s rights movement , family law, child custody, parenting, parental leave, and reproduction issues. How men are affected by gender inequality and sexism.

Factors contributing to gender inequality that could be explored include wealth, power, religion, politics, the media, popular culture and sexuality.

Assessing the validity and reliability of quantitative and qualitative approaches to studying gender equality.

### Global Development

This elective explores issues of globalisation and international development. Students studying this unit will learn about the sociological perspectives on the process of globalisation, global inequality, development of nations, international relations, and what it means for students to be a global citizen.

Sociological concepts relating to globalization , for example,the effects of colonisation, migration, transnational business, mass media and the spread of popular culture. Concepts relating to international development, for example, global inequality, developing and developed nations, poverty, resource management, trade, foreign aid.

Theories of stratification, functionalist theories of development (Miltrany: Working peace theory), feminist theories of Anti-Militarism, and Marxist theories (Marx and Engels, world system theories, Dependency theory); Immanuel Wallerstien’s The World Economy and Robbie Robertson’s Multidimensional Globalisation

Assumptions and limitations of ideas about globalisation and international development, including how we define development (‘first world’ and ‘third world’, ‘developed’ and ‘developing’), sociological ideas about interventionism, national self-determination, dependency, the costs & benefits of globalisation, the place of Australia in the global economy.

Roles, influences and impacts of conflict, economics, government, non-government organization, intergovernmental organisations (European Union, United Nations), culture, conflict, colonization, intergovernmental relations, consumerism and materialism, migration.

The social discourse around the issues of globalisation and international development ,for example, measurement of gross domestic product, aid, concentration of wealth, feminisation of poverty, defining poverty, defining development, intergovernmental relations, the environment, inequality, global poverty, Americanisation, and the world government.

Factors contributing to issues of international development, including government, transnational corporations, non-government organizations, culture, race and ethnicity, religious organisations, corruption, transport, technology, migration, consumerism and economics.

Assessing the validity and reliability of quantitative and qualitative approaches to measuring and assessing the international economy, global inequality and the development of nations.

### Environment

This elective explores sociological issues related to human interaction with the environment. Students studying this unit will learn about the manner in which we use the environment and global issues of environmental use.

Sociological concepts of human interactions and effects on the environment. ,for example, the study of historical use of the environment, environmental destruction, climate change, international cooperation, connections to environment, sustainability, population and growth, farming, mining and resource depletion, pollution, power generation, and urban sprawl and industrialisation.

Theories of post materialism, Conspicuous Conservation, industrialisation, Modernist,  post modern technology, as well as Instrumental, Determinist and Substantivist approaches to environment and technology.

Assumptions and limitations of ideas around food security, policy approaches to environmental protection, renewable energies, and the concepts of living green.

Roles, influences and impacts of governments, non - government organization, business, environmental organisations, use of the environment, consumerism, consumption, farming, genetic modification, and radical environmentalism.

The social discourse regarding the issues of climate change, sustainability, population and growth, farming, sources of energy, and use of the environment.

Factors contributing to human interaction and effects on the environment,for example, geography, technology, urbanization, and population.

Assessing the validity and reliability of quantitative and qualitative approaches to the study of human impact and interaction with the environment.

### Urbanisation

This elective explores sociological theories of urbanisation and the impact of cities. Students studying this unit will learn about how the phenomenon of urban living has shaped how people live and how societies have evolved over time.

Sociological concepts of urbanisation including social class, socioeconomic status, urban consolidation, demographic trends, types of cities (metropolis, megalopolis), social mobility, social capital, gentrification, exurbanisation, ‘suburban sprawl’, gangs, poverty, homelessness, migration zones, ‘urban ghettos’ and anti-development activism.

Theories of Marxism, Conflict Theory (Ferdinand Tonnies); Functionalism (Durkheim, Parsons), Max Weber, Georg Simmel, Robert Park, Louis Wirth, Ernest Burgess, Herbert Gans (Chicago School), social / symbolic capital (Bourdieu); Symbolic Interactionism, and the concentric zone hypothesis.

Assumptions and limitations of ideas such as the definition of urban and suburban environments; ethnocentrism in urbanisation studies.

The roles, influences and impacts of mega or global cities, increased population densities, social relationships, and individual and social identities.

The social discourse regarding the positive and negative effects of urbanisation on communities, the effect of urbanisation on people and vice versa, the future of urbanisation, the urbanisation of Australia, the urbanisation of Canberra.

Factors contributing to urbanisation include Australian culture, globalisation, work, economic inequality, subcultures, economic and environmental pressures, transport infrastructure, ICT / technology, immigration and climate change.

Assessing the validity and reliability of quantitative and qualitative approaches to the changing nature of urbanisation.

## 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 learningis what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis 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 8-10.

# Cultural Icons Value 1.0

#### Cultural Icons a Value 0.5

#### Cultural Icons b Value 0.5

## Unit Description

This unit explores all levels of culture: the ideas, institutions and practices that define the ways we communicate and interact with each other. The electives in this unit provide students with opportunities to study the ways that ideas shape social life, from mass communication to everyday recreation activities.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * understand sociological knowledge and skills to develop insights on individuals and groups | * understand sociological knowledge and skills to develop insights on individuals and groups | * understand sociological knowledge and skills to develop insights on individuals and groups |
| * apply sociological knowledge and skills in a range of contexts | * apply sociological knowledge and skills in a range of contexts | * apply sociological knowledge and skills in a range of contexts |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Theories, concepts, principles and models | | |
| * analyse sociological theories, concepts, principles and models (SOCA01) | * analyse sociological theories, concepts, principles and models (SOCT01) | * identifiy features of sociological theories, concepts, principles and models (SOCM01) |
|  | * analyse how sociological concepts and theories apply in different times and contexts (SOCT02) |  |
| * compare and contrast sociological theories, concepts, principles and models (SOCA02) | * draw connections between, and compare and contrast sociological theories, concepts, principles and models (SOCT03) |  |
| * analyse the applicability of sociological theory and principles to everyday real world issues (SOCA03) | * analyse and evaluate the applicability of sociological theory and principles to everyday real world issues (SOCT04) |  |

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| --- | --- | --- |
| A Course | T Course | M Course |
| Methodology and approaches to data | | |
| * use diverse investigatory methods and procedures to collect, record, classify, | * use diverse investigatory methods and procedures to collect, record, classify, | * conduct investigations (SOCM02) |
| quantify and process primary and secondary research data, with consideration of ethical issues (SOCA04) | quantify and process primary and secondary research data, with consideration of ethical issues (SOCT05) |  |
|  | * analyse data to identify trends, patterns and relationships, and synthesize evidence to make and justify conclusions (SOCT06) |  |
|  | * analyse data for measurement error, bias, subjectivity and uncertainty, and understand the limitations of qualitative and quantitative data (SOCT07) |  |
| Nature and purpose of sociology | | |
| * understand the nature of sociology as a study of human groups and social behaviour (SOCA05) | * understand the nature of sociology as a study of human groups and social behaviour (SOCT08) | * understand the nature of sociology as a study of human groups and social behaviour (SOCM03) |
| * apply key sociological concepts, theories and methods to social life in Australian society and global contexts (SOCA06) | * apply key sociological concepts, theories and methods to social life in Australian society and global contexts (SOCT08) |  |
|  | * devise and assess sociological solutions to real world problems (SOCT09) |  |
| Perspectives and interpretation | | |
| * analyse the validity and reliability of sociology-related information and opinions presented in the public domain (SOCA07) | * evaluate the validity and reliability of sociology-related information and opinions presented in the public domain (SOCT10) |  |
| * analyse social norms and values (SOCA08) | * evaluate social norms and values, and how they change, by comparing perspectives (SOCT11) | * identify social norms (SOCM04) |

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| --- | --- | --- |
| A Course | T Course | M Course |
| Explanation and communication | | |
| * communicate sociological information, ideas and research findings (SOCA09) | * communicate sociological information, ideas and research findings (SOCT12) | * communicate sociological information and ideas (SOCM05) |
| * use communication methods suitable for different audiences and purposes (SOCA10) | * use communication methods suitable for different audiences and purposes (SOCT13) | * use communication methods suitable for different audiences and purposes (SOCM06) |
| * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCA11) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCT14) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCM07) |

## Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the table below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from the table below.

### Popular culture

This elective explores the role that popular culture plays in our lives. Students studying this unit will learn about ways to analyse and critique popular media to better understand how it both reflects and shapes society.

Sociological concepts of music, cinema, television, videogames, books and comics, their role in society, and how they influence thought and behaviour.

Theories of popular culture,for example, popular culture (Williams); textual analysis (Barthes); semiotics & signs (de Saussure); structuralist & post-structuralist theories of culture (Baudrillard, Bourdieu); cultural hegemony (Gramsci); the culture industry (Adorno); memetics (Dawkins).

Assumptions and limitations of ideas such as the zeitgeist, meaning, authenticity, authorship, ‘high’ and ‘low’ culture, irony, hyperbole, noise, pastiche, homage, ‘closed’ and ‘open’ texts, aesthetics,

Objectivity in cultural criticism.

Roles, influences and impacts of factors that shape popular culture, including fandom and subcultures, advertising & marketing, the creative process, the film, TV, music and publishing industries.

The social discourse regarding the impact of popular culture on individuals and groups, the representation of groups in popular culture, and the criteria used to judge the worth of popular culture. Plus critical reviews and theories from music and film studies.

Factors contributingto shaping the production and consumption of popular culture, including money and power, race, age, gender and politics.

Assessing the validity and reliability of quantitative and qualitative approaches to studying popular culture.

### News Media

This elective explores the role of the news media in a modern society through different sociological lenses. Students studying this unit will learn about the influence of news media, issues with the media’s role in society and the relationship the news media has with institutions.

Sociological concepts of the role of the news media in society. These include but are not limited to concept of television, radio, newspapers, magazines and social media. Concepts that could be covered include issues such as the distribution of information, source of news, marketing, news entertainment, agenda setting, and citizen journalism.

Theories on the role of the media ,for example, The Frankfurt School: The Media and the Cultural Industry, Agenda Setting Function Theory, McLuhan: Medium is the message, Manufacturing Consent: Chomsky, Klapper: Reinforcement theory and Coehn: Moral Panic.

Assumptions and limitations of the sociological theories and ideas on the media, passive audiences, and audience receptiveness.

Roles, influences and impacts of media ownership and media ownership laws, regulation of the media, and diversity of media ownership, 24/7 news broadcasting,

The social discourse on new forms of media and their effects on society, citizen journalism, changing roles of the media in society, consumerisation of news, public broadcasting, the role of the news media in society, media consolidation, interactivity.

Factors contributing to the influence of the media. This may include marketing, bias, fear, power, politics, and institutions, interactive media, western centrism, and globalisation.

Assessing the validity and reliability of quantitative and qualitative approaches to the influence and role of news media on society.

### Sport and Leisure

This elective will explore the ways in which society engages in leisure and sports activities. Students studying this unit will learn about the role of sport and leisure in society, the increased commercial nature of, and the sociological perspectives of these activities.

Sociological concepts of sport and leisure,for example, the commercialisation of sport, the role of sport and leisure in society, sport as a form of socialisation, sports stars as role models, deviance in sport, the impact of tourism, exercise and health consciousness, and the role of hobbies in daily life.

Theories of sport and leisure ,for example, Feminist theories of sport, Functionalist theories of sport, Critical Theories of sport (sport as a form of ‘low culture’), plus theories of other forms of leisure such as tourism and travel, exercise, collecting (conspicuous consumption), hobbies, festivals and celebrations.

Roles, influences and impacts of sport stars, government, media, social media, business, sponsorships, scholarships.

The social discourse around the issues deviance in sport, equality in sports (pay, professionalism), social status of sports stars, governance models, violence in sports, participation, matching fixing, sports betting, violence in and outside of sport.

Factors contributing to the way people experience sport and leisure include gender, the media, popular culture, race, class, status and subcultural affiliations.

Assessing the validity and reliability of quantitative and qualitative approaches to sport and leisure.

### Information and Communication

This elective will explore the role of information and communications in society. Students studying this unit will learn about the technologies that enable communication and information sharing, the ways these technologies have shaped social life, and issues relating to their use and misuse.

Sociological concepts of information and communications technology include online interactions, communities and subcultures; the youth aspect (i.e. ‘digital natives’); mass society; the public and private sphere; broadcasting and narrowcasting, social networking.

Theories of information and communication include models of communication and information processing (Shannon & Weaver); cybernetics (Haraway); memetics (Dawkins); social media shaming (Jon Ronson); ‘growing up digital’ (Tapscott).

Roles, influences and impacts of information and communications technology - particularly social media - on areas of social life including education, politics, leisure, work.

The social discourse around issues of 24/7 connectivity, cybercrime, internet security, privacy, encryption, social media sharing, social media shaming, cyberbullying, online harassment and hate speech, freedom of information, freedom of expression, online communities and subcultures, citizen journalism and activism.

Factors contributingto the way people experience and use information and communications technology, including class, power, gender, access, the level of government control and freedom of speech.

Assessing the validity and reliability of quantitative and qualitative approaches to information and communications technology.

### Youth and Age

This elective explores issues of youth and age differences. Students studying this unit will learn about the way ideas of ‘youth’ have been constructed over time, and how the experience of youth and aging differs across time and place and affects the ways we live and think.

Sociological concepts of age, including how ‘youth’, ‘childhood’, ‘adulthood’ and ‘old age’ are defined, and how those definitions change over time. Concepts of youth gangs, youth subcultures, generations (‘Greatest generation’, Baby Boomers, Generation X, Millenials, etc).

Theories of the demonisation of youth (Cohen), youth gangs (Cohen, Cloward & Ohlin), youth subcultures (Hall), youth and technology, Juvenile Delinquency.

Assumptions and limitations of ideas such as generations, age brackets, stereotypes about youth.  
Roles, influences and impacts of the different factors that affect people at different stages of their life, such as the education system, work, and the health system.

The social discourseregarding the impact of social, economic, technological and ideological developments on the perceptions of youth and on the way youth behave; intergenerational conflict.

Factors contributing to how youth define themselves and behave, including the media, popular culture, class, education and politics.

Assessing the validity and reliability of quantitative and qualitative approaches to issues of youth and age.

## 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 learningis what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis 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 8-10.

# Power & Institutions Value 1.0

#### Power & Institutions a Value 0.5

#### Power & Institutions b Value 0.5

## Unit Description

This unit explores the superstructure of society: the social institutions and systems that determine the structure of society on a macro level, and in turn influence life on a micro level. The electives in this unit provide students with opportunities to study the ‘big picture’ of society, and explore the ways in which their lives are shaped by forces outside of their control.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * understand sociological knowledge and skills to develop insights on individuals and groups | * understand sociological knowledge and skills to develop insights on individuals and groups | * understand sociological knowledge and skills to develop insights on individuals and groups |
| * apply sociological knowledge and skills in a range of contexts | * apply sociological knowledge and skills in a range of contexts | * apply sociological knowledge and skills in a range of contexts |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Theories, concepts, principles and models | | |
| * analyse sociological theories, concepts, principles and models (SOCA01) | * analyse sociological theories, concepts, principles and models (SOCT01) | * identifiy features of sociological theories, concepts, principles and models (SOCM01) |
|  | * analyse how sociological concepts and theories apply in different times and contexts (SOCT02) |  |
| * compare and contrast sociological theories, concepts, principles and models (SOCA02) | * draw connections between, and compare and contrast sociological theories, concepts, principles and models (SOCT03) |  |
| * analyse the applicability of sociological theory and principles to everyday real world issues (SOCA03) | * analyse and evaluate the applicability of sociological theory and principles to everyday real world issues (SOCT04) |  |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Methodology and approaches to data | | |
| * use diverse investigatory methods and procedures to collect, record, classify, | * use diverse investigatory methods and procedures to collect, record, classify, | * conduct investigations (SOCM02) |
| quantify and process primary and secondary research data, with consideration of ethical issues (SOCA04) | quantify and process primary and secondary research data, with consideration of ethical issues (SOCT05) |  |
|  | * analyse data to identify trends, patterns and relationships, and synthesize evidence to make and justify conclusions (SOCT06) |  |
|  | * analyse data for measurement error, bias, subjectivity and uncertainty, and understand the limitations of qualitative and quantitative data (SOCT07) |  |
| Nature and purpose of sociology | | |
| * understand the nature of sociology as a study of human groups and social behaviour (SOCA05) | * understand the nature of sociology as a study of human groups and social behaviour (SOCT08) | * understand the nature of sociology as a study of human groups and social behaviour (SOCM03) |
| * apply key sociological concepts, theories and methods to social life in Australian society and global contexts (SOCA06) | * apply key sociological concepts, theories and methods to social life in Australian society and global contexts (SOCT08) |  |
|  | * devise and assess sociological solutions to real world problems (SOCT09) |  |
| Perspectives and interpretation | | |
| * analyse the validity and reliability of sociology-related information and opinions presented in the public domain (SOCA07) | * evaluate the validity and reliability of sociology-related information and opinions presented in the public domain (SOCT10) |  |
| * analyse social norms and values (SOCA08) | * evaluate social norms and values, and how they change, by comparing perspectives (SOCT11) | * identify social norms (SOCM04) |
| Explanation and communication | | |
| * communicate sociological information, ideas and research findings (SOCA09) | * communicate sociological information, ideas and research findings (SOCT12) | * communicate sociological information and ideas (SOCM05) |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * use communication methods suitable for different audiences and purposes (SOCA10) | * use communication methods suitable for different audiences and purposes (SOCT13) | * use communication methods suitable for different audiences and purposes (SOCM06) |
| * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCA11) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCT14) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCM07) |

## Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the table below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from the table below.

### Health and Medicine

This elective will explore the role of the health system and social approaches to health and wellbeing in our society. Students studying this elective will learn about the sociological perspectives in healthcare.

Sociological Concepts of Health, Medicine and Wellbeing ,for example, social rights to health care, homelessness, commericalisation of healthcare, addiction, ageing population, aged care, social perceptions and expectations of healthcare and professionals.

Theories on the provision of healthcare, including Functionalist (i.e. The Sick Role), Feminists, Marxist and Interactionalist theories.

Assumptions and limitations of ideas on the provision of healthcare and approaches to wellbeing in society, value of public and private health.

Roles, influences and impacts of access to healthcare, disease, alternative medicine, self help therapies, traditional medicine, pharmaceuticals and pharmaceutical companies, and technology.

The social discourse on health, ,for example, private healthcare, mental health stereotypes, role of government, preventative health, and euthanasia.

Factors contributing to health and wellbeing ,for example, spread of disease, individual health, lifestyle, preventative health, holistic healthcare, race, class, sexuality, and gender.

Assessing the validity and reliability of quantitative and qualitative approaches to health and wellbeing.

### Power and Politics

This elective explores concepts of power and the role of the state in society. Students studying this unit will learn about theories of where power comes from, how it can be used and abused, and the role of the state in distributing and managing power.

Sociological concepts of power (authority and coercion, legitimate and illegitimate forms); systems of government (democracy, autocracy, et al); political and economic ideologies (capitalism, communism, liberalism, conservatism, et al).

Theories of the origin, forms and uses of power,for example,: Marxism (Marx, Engels) and Neo-Marxism (Gramsci, Althusser); Functionalism (Parsons); elite theory (Mills); other theorists (Weber, Lukes).

Assumptions and limitations of ideas such as 'zero-sum' and 'variable-sum' concepts of power, pluralism, the role of the state and revolutionary activism.

Roles, influences and impacts of the state, special interest groups, the mass media, 'grass roots' movements, and social media.

The social discourse regarding privilege, 'hidden' forms of power, protest, direct action, social justice, representation.

Factors contributing to power and its uses, including class, the mass media, government, law and the criminal justice system.

Assessing the validity and reliability of quantitative and qualitative approaches to examining power.

### Work and Labour

This elective explores the nature of work and how the workforce and workplace have changed over time. Students studying this unit will learn about the development of modern work environments, issues that affect the workforce, and what working life might look like in the future.

Sociological concepts of work including the value of labour, industrialization, standardisation, privatisation, labour relations, unionization, management techniques, unemployment, demographics and the changing nature of the workplace.

Theories of the sociology of work ,for example, Conflict Theory (Marxism, Bowles & Gintis), Weber’s theory Protestant Work Ethic, Functionalism (Durkheim), Interactionism (Symbolic Interactionist, Rosenbaum) and Post-Modernist theories (Bourdieu, Foucault, D’Cruz & Langford, Willis, Graetz).

Assumptions and limitations of ideas such as the notion of a lifetime career, the casualisation of the workforce, flexible work arrangements, and projections of work life in the future.

Roles, influences and impacts of work in a historical context and work now and into the future, including the work-life impact. Management techniques (quantification, micromanagement)

The social discourse about contemporary work arrangements and developments, including ‘Fordism’, ‘McDonaldisation’, technological substitution, surveillance of the workforce, ideas of ‘work-life balance’.

Factors contributing to the understanding of work such as economic and gender inequality, education, technology / ICT, globalisation, urbanisation, family and relationships.

Assessing the validity and reliability of quantitative and qualitative approaches to work, including putting Australia into context with the rest of the world.

### Education

This elective explores the role of education in the lives of individuals and society. Students studying this elective will learn about education’s institutional role in modern society, educational ideologies, the changing nature of education, and its influence on individuals’ life chances.

Sociological concepts on the provision of education in society including past, present and future education delivery. Study of sociological concepts could also include the hidden curriculum, educational capital, and the role of tertiary and vocational education, school life and the playground experience, teaching strategies and philosophies, and the effect of the classroom environment.

Theories of education,for example, Functionalist concepts of education (Durkheim: Education and Social Solidarity, Conflict Theory (Bowles and Gintis: Reproduction theory), Interactionist Theory (Rosenbaum: The Self-fulfilling prophecy).

Assumptions and limitations of theories of education in assessing contemporary education and educational outcomes.

Roles, influences and impacts of private and public education, standardized testing, attitudes to educators, social expectations of education, measurements of educational achievement, and the role of the parents.

The social discourse relating to contemporary and future education, for example, funding, technology, educational outcomes, quantification of education, expectations of education, resilience and mental health.

Factors contributing to educational outcomes,for example, race, class, gender and geography.

Assessing the validity and reliability of quantitative and qualitative approaches to educational outcomes

### Religion

This elective explores the major world religions and the role that religion plays in society. Students studying this unit will learn the core beliefs of the major world religions, how different theories of religion apply to them, and about the impact of religion on the modern world.

Sociological concepts of religion, including: different forms and classifications of religions (monotheistic, polytheistic, pantheistic, etc); the differences between religions, sects, cults and new religious movements. The core beliefs and histories of the major world religions, including (but not limited to): Judaism, Christianity, Islam, Hinduism, Buddhism.

Theories of the role of religion in social life,for example,: Functionalism (Durkheim, Parsons); Phenomenology (Berger & Luckman). Theories on the impact of religion on society,for example, Marxism (Marx, Turner); Feminism.

Assumptions and limitations of ideas such as atheism and agnosticism, secularisation, religious freedom, religious sensitivity, 'civil religion' (Bellah), the philosophical underpinnings of key religious beliefs, fundamentalism and extremism.

Roles, influences and impacts of the church and religious institutions, multiculturalism and religious pluralism, religious practices, religious symbolism, indigenous religions, neo-pagan beliefs.

The social discourse regarding religious freedom, religious censorship, religious pressure groups, impact of religion on social issues, religion's influence in politics, religious violence, cults.

Factors contributing to the understanding of religion and religious practice, including history, politics, globalisation, geography, philosophy, race, culture, gender and sexuality. Assessing the validity and reliability of quantitative and qualitative approaches to the study of religion.

## 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 learningis what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis 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 8-10.

# Negotiated Study Value 1.0

#### Negotiated Study a Value 0.5

#### Negotiated Study b Value 0.5

## Prerequisites

Students must have studied at least TWO standard 1.0 units from this course.

## Unit Description

This unit is a negotiated sociological investigation of a contemporary issue. This study may be an extension of previously studied topics; a research unit, cover electives not previously studied or may be from the broader field of Sociology. Students engaging in the unit will address the content descriptions and assessment criteria.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * understand sociological knowledge and skills to develop insights on individuals and groups | * understand sociological knowledge and skills to develop insights on individuals and groups | * understand sociological knowledge and skills to develop insights on individuals and groups |
| * apply sociological knowledge and skills in a range of contexts | * apply sociological knowledge and skills in a range of contexts | * apply sociological knowledge and skills in a range of contexts |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Theories, concepts, principles and models | | |
| * analyse sociological theories, concepts, principles and models (SOCA01) | * analyse sociological theories, concepts, principles and models (SOCT01) | * identifiy features of sociological theories, concepts, principles and models (SOCM01) |
|  | * analyse how sociological concepts and theories apply in different times and contexts (SOCT02) |  |
| * compare and contrast sociological theories, concepts, principles and models (SOCA02) | * draw connections between, and compare and contrast sociological theories, concepts, principles and models (SOCT03) |  |
| * analyse the applicability of sociological theory and principles to everyday real world issues (SOCA03) | * analyse and evaluate the applicability of sociological theory and principles to everyday real world issues (SOCT04) |  |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Methodology and approaches to data | | |
| * use diverse investigatory methods and procedures to collect, record, classify, quantify and process primary and secondary research data, with consideration of ethical issues (SOCA04) | * use diverse investigatory methods and procedures to collect, record, classify, quantify and process primary and secondary research data, with consideration of ethical issues (SOCT05) | * conduct investigations (SOCM02) |
|  | * analyse data to identify trends, patterns and relationships, and synthesize evidence to make and justify conclusions (SOCT06) |  |
|  | * analyse data for measurement error, bias, subjectivity and uncertainty, and understand the limitations of qualitative and quantitative data (SOCT07) |  |
| Nature and purpose of sociology | | |
| * understand the nature of sociology as a study of human groups and social behaviour (SOCA05) | * understand the nature of sociology as a study of human groups and social behaviour (SOCT08) | * understand the nature of sociology as a study of human groups and social behaviour (SOCM03) |
| * apply key sociological concepts, theories and methods to social life in Australian society and global contexts (SOCA06) | * apply key sociological concepts, theories and methods to social life in Australian society and global contexts (SOCT08) |  |
|  | * devise and assess sociological solutions to real world problems (SOCT09) |  |
| Perspectives and interpretation | | |
| * analyse the validity and reliability of sociology-related information and opinions presented in the public domain (SOCA07) | * evaluate the validity and reliability of sociology-related information and opinions presented in the public domain (SOCT10) |  |
| * analyse social norms and values (SOCA08) | * evaluate social norms and values, and how they change, by comparing perspectives (SOCT11) | * identify social norms (SOCM04) |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Explanation and communication | | |
| * communicate sociological information, ideas and research findings (SOCA09) | * communicate sociological information, ideas and research findings (SOCT12) | * communicate sociological information and ideas (SOCM05) |
| * use communication methods suitable for different audiences and purposes (SOCA10) | * use communication methods suitable for different audiences and purposes (SOCT13) | * use communication methods suitable for different audiences and purposes (SOCM06) |
| * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCA11) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCT14) | * use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCM07) |

## Electives

### Methods of Sociological Research

This elective explores the methods of research, data gathering and analysis that are used in Sociology. Students studying this unit will learn how to design and implement a research investigation, how to analyses the data using qualitative and quantitative methods, reflect on forms of sociological methodology and how to present their findings in a Sociological manner.

Sociological concepts of empiricism, interpretation, bias, reliability, validity, authority, legitimacy and credibility of sources, primary and secondary sources, sampling, deductive and inductive reasoning, triangulation, reflexivity.

Sociological investigation approaches including surveys and questionnaires, observation, content analysis, interviews, case studies, experiments, data analysis, meta analysis.

Assumptions and limitations of different theoretical approaches, ways of presenting data, correlation and causation, objectivity and subjectivity.

Roles, influences and impacts of different theoretical approaches on the methods chosen to investigate issues; firsthand experience and narrative; official data sources.

The social discourse regarding bias and the possibility of objectivity, relevance of personal narrative, accuracy and reliability of official data.

Factors contributing to the way research is conducted and the results used, including political ideology, class, education, power, and identity.

Assessing the validity and reliability of Sociological research methods, as well as reflecting on their own research methodology.

### Research Study

Students will engage in in an area of special interest and value to the individual. Students should use sociological methods of research to investigate a contemporary issue. Student research tasks should demonstrate an understanding of the following in relation to their area of research:

* sociological concepts of the area investigated
* relevant sociological theories
* assumptions and limitations of studies in the field of investigation
* roles, influences and impacts of social institutions on the area of study
* current sociological discourse on the topic investigated
* social factors contributing to the contemporary issues
* assessing the validity of past quantitative and qualitative data, as well as reflecting on their own research methodology.

## 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 learningis what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis 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 8-10.

# 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

For the Negotiated Study Unit (if applicable), students must have studied a minimum of two standard 1.0 units from this course.

### 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, as well as statistical moderation of course scores, including small group procedures, for T courses.

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

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

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

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching 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
* 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 memoranda and Information Papers.

### Visual evidence for judgements made about practical performances

### (also refer to BSSS Website Guidelines)

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 guidelines at:

<http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers>

for current information regarding all moderation requirements including subject specific and photographic evidence.

# Appendix B – Course Developers

|  |  |
| --- | --- |
| Name | College |
| Conor Bendle | Dickson College |
| Luke Broadhurst | Gungahlin College |
| Geoff Taylor | Narrabundah 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 |
| 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.

A **negotiated study unit** makes provision for students, classes, groups or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment and achievement standards of 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 to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au) by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| College: |  | | | | |
| Course Title: | Sociology | | | | |
| Classification/s: | A T M | | | | |
| Framework: | Behavioural Science 2015 | | | | |
| Dates of Course Accreditation: | | from | 2017 | to | 2021 |