**Leonie Brown -** Welcome, everyone to the VCE Sociology Implementation 2024 to 2028 Question and answer webinar. Today, we're going to be responding to questions that you've already submitted. So, thank you to those people who've done that and we're going to do them in order from units one through to unit four. I'd like to start off by acknowledging country. The Victorian Curriculum Assessment Authority respectfully acknowledges the traditional owners of countries throughout Victoria and pays respects to the ongoing living cultures of First Peoples.

Could I first of all, remind people that this is the cover of the study design that you should be using throughout 2024 to 2028? So, it needs to be this bright blue colour. It looks like it's blending in with the VCAA brand colour, so that's great. So please make sure that when you pick up that study design or when you open it on the web, it is the blue one. So that's pretty simple. So, make sure otherwise, you could find that you could be somewhat confused. So, we've split the questions up into categories.

So, there were a few questions that run throughout the whole study design and I'm going to talk to those questions. So, the first one is, what sort of research should be undertaken by students? So, there are two types of research, primary and secondary. Primary is the sort of research that students undertake themselves and a reminder that people need to visit page seven in the VCE Sociology study Design in relation to the TASA ethical guidelines, which must be followed when students are undertaking primary research. Secondary research is where students use data and information published by others. And if you go to the support materials and look at the advice for teachers, there's many examples of short and extended research activities that you can incorporate into your general teaching and learning programme. The next one is how will changes to the VCE Sociology Study Design result in changes to the structure of the examination?

So, the structure of the VCE sociology examination is stipulated by a document known as the VCAA VCE Sociology Examination Specifications 2024 to 2028. And that can be found on the VCAA VCE sociology study page and it's generally found towards the bottom of that page. So that's what you check. All the details about the structure of the exam will be in those exam specs as we call them Next question is also on that same page you'll find a link to the VCAA performance descriptors for this study design. And this question is asking, are those performance descriptors mandatory for teachers to use? No, they're part of the advice for teachers so therefore, they are purely advice. And teachers are strongly encouraged to design your own assessment tools for each year as in each class to suit your particular school context, the needs of your student cohort and the year.

And a reminder to say that you must redesign your SACs from year to year. So, you can't reuse SACs from previous years, they've got to be modified. So that's a reminder for that one. And where can teachers find the definitions of the key concepts? Generally, the definitions are provided in the introduction to each study throughout the VCE Sociology Study Design. So, throughout units one to four, you will find the key sociological concepts will be defined there. So, what I'm going to do now is to introduce the first of three of our expert teachers and her name is Coral. She's going to cover the unit one questions along with the units one and two questions. So over to you, Coral.

**Coral Hassett** - Thank you, Leonie. So, the first question that we have relates to the area of study of youth. We just go to that, thank you. So, it's please provide an example of the observation of data and what that might look like in unit one outcome one. The key knowledge is the observation collection and analysis of data. So, sociology is a social science and in sociology, we use the scientific method. So, the step of observation in the scientific method means watching and observing others in the context of sociology and recording these observations.

So, these observations could be recorded as data for research and they might be as simple as just counting the number of people that frequent an area or gender breakdown or of a certain place or ages of people, things like that. And that could be recorded as data for research or it could be used to go on and form a hypothesis for further research as well. So that first step of observation is just watching and observing what's happening around you. Next question is around representations and are there any limitations? So, whenever representations are mentioned in the study design, it refers to a broad range of different objects and artefacts. Could be artwork, sculpture, quotes, speeches, government policies, newspaper articles, cartoons, books, television shows, movies, YouTube clips. This is definitely not an exhaustive list by any means. And not all of these will be applicable to a topic either.

So, the best representations for the topic will offer some extra information or commentary are on the topic that's being studied. The next one, where can teachers find examples of ethical methodologies? So TASA, or the Australian Sociological Association is the organisation which guides sociological research in Australia. And all sociological research undertaken by students is expected to be undertaken through these guidelines from TASA. So, this is referred to in the Safety and Wellbeing section on page seven of the study design as well. Okay, and this next area of study deviance and crime. So, this is quite a specific question. What are the five stages of moral panic required in the VCE Sociology Study Design?

So, on page 15, it refers to the work of Stanley Cohen. And Stanley Cohen is the one who has outlined these five stages of moral panic. So, if you are unfamiliar with Stanley Cohen's work, teachers might need to have a look at that to gain further insight. So, this one's about crime data. So where can teachers find Australian data related to crime rates? So, there's no limitation on where you can find data, but some useful sources might include Australian Bureau of Statistics, Australian Federal Police website, Victoria Police website and Neighbourhood Watch also publish crime rates as well or crime data, sorry.

If you have a look at the VCE Sociology Teacher support materials on the VCAA website, these also include activities relating to crime rates and there's some links there to specific statistics also that you might find useful. I'd now like to hand over to Elana and she's going to take you through units three and four.

**Elana McMahon** - Hi. So, we'll start with unit three, culture and ethnicity and we'll start with outcome one or area study one question. So actually no, these are just unit three questions. So, what are some examples of sociological concepts in unit three sociology? So, some examples of sociological concepts in unit three include the sociological imagination as conceived by C. Wright Mills. Material and non-material culture, ethnocentric race, ethnicity. And I'll just reiterate that these are just some of the examples and as you go through the study design of unit three, you'll see there'll be some more sociological concepts there. Our next question, what are some examples of indigenous responses to historical suppression?

So, some examples for different types of indigenous responses to historical suppression are outlined here. We've linked them to the examples of suppression that have been outlined in the study design. So, a response to protection and segregation policies could include the Cummeragunja walk-off, Wave Hill walk-off, the Coranderrk Aboriginal Reserve. Responses to assimilation policy can include the Freedom Rides 1965 and/or rejecting or accepting exemption certificates. Response to integration policy can include freedom rides, the Wave Hill walk-off. And responses to the intervention, also known as NTER, the Amperlatwaty walk-off in 2009. These are just some examples.

So, as you are looking at the historical suppression, you might actually find other examples of responses. So, these are just some examples that have come up. In relation to unit three area of study one key knowledge dot point number five on page 19 of the study design. So, the question is do teachers need to explore each of the suppression policies referenced in the introduction of the area of study? Would two in depth suffice is the question? So, this area of study requires knowledge of the suppression policies referenced in the introduction to the area of study on page 19 of the Sociology Study Design 2024 to 2028.

And considering the key skill dot point number five on page 20 of the Sociology Study Design. Students are required to analyse the impact of one example of historical suppression on Australian indigenous cultures. It's a teacher decision as to the number and the depth of the examples covered. Our next question, what are some examples of issues relating to the changing awareness of Australian indigenous cultures? Again, these are just some examples. There are other examples.

So, January 26th, Australia Day, so celebrating Australia Day on January 26th, the absence of a national treaty, racism in sport, destruction of sacred sites, renaming sites to reflect local Australian indigenous names or words. For example, the city of Moreland changing to City of Merri-bek. The recovery of First Nations languages, for example, VCAA VCE aboriginal languages study design 2023 to 2027. Again, I'll say that these are just some examples. It's the teachers decision as to what the issue studied is. Will there be more guidance in terms of options for the case studies in unit three and unit four? A list of possible or acceptable options of prompts would be very handy. When teachers are selecting appropriate case studies, it's required that they check against the relative key knowledge and key skills in the VCE Sociology Study Design 2024 to 2028.

The relative key knowledge and key skills are the prompts that teachers should use when designing their teaching and learning programme. And the choice of case study, as I said earlier, is a teacher of school decision. Teachers are encouraged to consider the school context, the student background, the student cohort, and also the year. It's also very important that teachers know their students and choose case studies appropriately according to the background of those students.

So, making sure that the case study that you're choosing actually suits your cohort of students. Is public awareness only linked to representations for building awareness of Australian indigenous cultures and the relationship between the one issue studied and awareness? In unit three outcome one, students are required to analyse representations considering awareness and evaluate how the issue chosen supports and/or limits the public awareness of Australian indigenous cultures. So specific details, please refer to the Sociology Study Design pages 19 to 20. Where are the sociological concepts of ethnocentrism and cultural relativism being covered in unit three? As per the VCE Sociology Study Design 2024 to 2028, page 19, the sociological concepts of ethnocentrism and cultural relativism are a part of the key knowledge for unit three, area of study one.

So, this is related to area of study two. Can the specific ethnic, so unit three, area of study two, can the specific ethnic group studied be a broad ethnic group in Australia? For example, Indian Australians, or does it have to be an ethnic group that is tied to a particular location in Australia? For example, Indian Australians in Tarneit? In unit three, outcome two, the specific ethnic group Ethnic study does not have to be tied to a specific location in Australia. So, for further details, please refer to the relevant key knowledge dot points on page 21 of the study design. Okay, so this is a unit three area of study one question. What are some examples of significant indigenous and non-indigenous people, individuals and/or groups involved and their responses to the issue? So, the examples of significant indigenous and non-indigenous people involved and their responses to the issue are essentially determined by the issue that is chosen to be studied.

So, you'll first be identifying the issue to be studied then identifying indigenous people and non-indigenous people involved. That's individuals and/or groups. You'll be identifying their responses and then determining their significance. So yeah, as I said, it really depends on what the issue studied is that will depend on what the responses are. So over to unit four questions. So, community, social movements, and social change.

So, our first question, where do you find the VCAA VCE Sociology Examination Specifications and what are the major components? The Sociology Exam Specifications 2024 to 2028 can be found on the VCAA VCE Sociology Study Page. Other major components of the Sociology Exam Specifications, overall conditions, content, format, assessment criteria, approved materials, equipment, relevant references, and advice. This is a question about community.

So, area of study one in unit four, can the selected community study to be an online community? In order to determine the suitability of a selected community, teachers must refer to the key knowledge points in the VCE Sociology Study Design on page 25. And if you do require any further clarification, can contact the VCAA curriculum manager for sociology. I would like to hear more about how we teach the work of Chenoweth in unit four area of study two in unit four, outcome one area. So no, that's unit four, area of study two, outcome two. The content of the teaching and learning programme needs to address all of these components with reference to the work of Erica Chenoweth as outlined on page 26 of the VCE Sociology study design. Yes, that's it.

And another question on Erica Chenoweth. What are some examples of specific social movements that can be used to reference the work of Erica Chenoweth in unit four, area of study two, outcome two? So, examples that are used to reference the work of Erica Chenoweth, they're an individual teacher's decision in planning the teaching and learning programme. Referencing the work of Erica Chenoweth is related to the success of social movements. So, teachers should cover the information referenced in the introduction of area of study two and address the relevant key knowledge and key skills for that outcome. And this can be found on pages 25 to 26 of the study design. When evaluating lots of questions about Erica Chenoweth today. When evaluating the influence of social movements on social change, does this evaluation have to reference the work of Erica Chenoweth? Yes. As stipulated in the key knowledge on page 26 of the study design when evaluating success, the success of social movements, it must be in reference to Erica Chenoweth.

**Leonie Brown** - Thank you.

**Elana McMahon** - My pleasure.

**Leonie Brown** - Thank you very much Elana. So, I'd like to run through some support materials. So, these are very valuable things that you will find really handy for your planning, your developing of your teaching and learning activities and your assessment. So, the first port of call, which you've heard a lot about in this presentation is what we call the VCE sociology study pages. So that's the link there. And when you click on that link, you'll find that you've got particular aspects of it. So, the resources to do with assessments include conditions of the task, authentication, then the specific sections on unit one and two and on unit three and four. And last but not least, the performance descriptors also land under that tile of assessment. Another tile is the planning tile.

So, this is where you find advice on developing a programme, a sample weekly planner, and an interesting perspective on Aboriginal and Torres Strait Islander people's perspectives in the VCE, which is very relevant for unit three and employability skills. The last tile to do with this is where you find very specific advice on each of the units. So, this is where the units here, this is a screenshot which puts two of those screens together. So, the specific areas of study are shown here and you just click on those to find the teaching and learning activities.

So, if you're looking for some ideas, it might be something that you don't want to do when you see, or it might be something that you would love to do or something in between. They're in no way mandatory, they're just there to purely support you and your teaching. Along with that on demand videos, so before this session was put to, we had on demand videos for units one, unit two, unit three, and unit four. And on this tile, on that VCE Sociology study page under support materials, there will be another tile to click into the recording of this session, which you'll be able to watch in your time under your conditions when you need to, along with any other information about specific units of study in VCE Sociology. Oh sorry.

So, on that same note, it was mentioned previously that if you would like to find more information, particularly about advice about what you should do and also advice about what you shouldn't do, please feel free to contact me, the curriculum manager for sociology. My phone number, the landline's given there along with my email address. So that now ends the formal part of our presentation in that we're responding to your submitted questions. So now, I'd like to introduce another expert teacher. Her name's Maddie and she's been busy working away in the background to put together questions that have been submitted live tonight. So, Maddie, over to you.

**Maddie Cole** - Thanks, Leonie. I'm going to start with a general question for you, Leonie, which is, will this presentation be sent to us after the workshop?

**Leonie Brown** - Okay, thank you for that, Maddie. This is a really important question because you've got to be able to find this material somewhere. So, what it's going to be is, I've just said, it's going to be stored on what we call the VCE sociology study page under support materials. So, there will be a copy held there in that sense. So, if that's landed there, there's no need for people to have these emailed separately. So, you will find them on the study page. What you do need to do is probably get through the celebrations of Christmas and then look for this because it does take some time, it's got to be transcribed and other sorts of things which tend to take more time at this time of the year. So certainly, by early next year, you should find the recording for this on that study page support materials. Thanks, Maddie.

**Maddie Cole** - Thank you. The next question is for Coral. So, this is our only unit one and two question. Is the Crime Statistics Agency website an okay source to use for crime data?

**Coral Hassett** - Thank you. Yes, it is. It's a Victorian government website and as such, it's an acceptable source of data. If other state government website, sorry, if other state governments have similar websites, they would similarly also be acceptable. And there is actually a learning activity in the support materials which Leonie just outlined, which actually suggests using this website. So yes, it's fine to use this one.

**Maddie Cole** - Thanks, Coral. And we just have one question for unit three, Elana. Perhaps, I've got another one that's come in, so that's okay. But this one is perhaps more of a statement and maybe the person could use a bit of advice around navigating this. It's just around some of the language in response to the issue, how the issue says, evaluate how the issue supports and or limits the public awareness and views of Australian indigenous culture. And seemingly that it may be clearer to evaluate how responses to the issues support and/or limit the public awareness and views of Australian culture, sorry, Australian indigenous cultures. So perhaps, some advice, Elana an explanation of what that means.

**Elana McMahon** - Yeah, yeah, no worries. So, I suppose it's worded in that particular way in that it's an evaluation of how the issue supports and/or limits the public awareness and views of Australian indigenous cultures as a whole. It's not just about the responses. So, it's including those other like sub dot points under the main dot point in the key knowledge. So, the nature of the issue, the historical and political context of the issue. And then we've got the relationship between the issue and awareness and public views and also responses. So, it's not only an evaluation of responses, I hope that clears that up.

**Maddie Cole** - And I'm happy just to add as well.

**Elana McMahon** - Yeah, absolutely.

**Maddie Cole** - That if you use one of the examples that we provided, you could say, how does the fact that that does exist or does not exist, educate the public or not educate the public and then you can explore that way. Thanks, Elana. The next question is also for Elana. Unit three, area of study one. Are you able to give further information regarding the integration policy? The person's found it tricky to find much regarding it online.

**Elana McMahon** - Yeah, so not necessarily, no, because this is more about the study design as a whole, not necessarily the content teaching part of it. But yeah, there is stuff online, so it's a matter of just kind of, yeah, trying to find what you can on it and then, yeah, using any other resources

**Maddie Cole** - And that, oh sorry, there we go. Just going back to Coral in unit one and two, what materials are available to help us teach students how to structure extended responses? I suppose this goes across units one to four as that's a skill that's across both of all of those. But Coral, would you like to answer?

**Coral Hassett** - If anyone else wants to jump in, feel free.

**Leonie Brown** - I'll do a rescue, Coral, if you like.

**Coral Hassett** - Go for it.

**Leonie Brown** - I would like to thank this person for submitting such a great question because as you can tell, you've got at least four people are saying, "Whoa, how are we going to answer this?" This is early days of this study design and I want to thank you for giving me an idea that I would like to put to the organisation of SEV in terms of that could well be a topic that's covered in the professional learning suite as something that I could actually talk to in that way. So I think first and foremost, I would be worrying in the first instance to get your head and the student's heads around the content of the study design and then the actual task types, whether it's an extended response or a media analysis or what does a multimedia presentation look like and so forth, that can be unpacked as individual teachers, no doubt will think I'm going to do it this particular way and they will be the people that we can learn from in terms of ideas of how to actually do this.

So, the other place that I suggest you go to is the external assessment reports. They're aware though that they won't be necessarily to this study design because obviously, this study design's got to be taught and assessed next year. But if you look at general comments to do with the section B currently in the examination, which is the extended responses, you'll have some idea about how students have approached that in a much better way than others have. So, you'll find some advice, you might have to dig a little bit deep there, but that's a place that if you were to ring me, I would suggest that that's a place that you would go to, to have a look at the first instance. But like I said, go with the content first and then then have a decision about what sort of task type you're going to use. So back to you Maddie, unless anyone else would like to add anything to that that I might have overlooked? No?

**Maddie Cole** - With that, there are no more questions, but I'm happy to wait.

**Coral Hassett** - There's one more.

**Maddie Cole** - A few more seconds if people would like to add more. Otherwise, that's all, Leonie.

**Leonie Brown** - Okay, well why don't we give people a couple of minutes to submit questions?

**Coral Hassett** - There's one that's just come through about moral panic. Do you want me to handle that one?

**Leonie Brown** - Yeah, sure.

**Coral Hassett** - Yeah. So, this question is about wellbeing of students and tackling moral panic and protecting students when their identity or ethnic background could be raised as a moral panic. I think as the teacher, you know your students best and when you are choosing what to look at or not look at in terms of case studies for your class, use your best judgement and choose topics that aren't going to be particularly contentious for your students. And yes, obviously, you need to protect your students and their wellbeing as your foremost tasks. So, if you have a particular case study in mind that turns out to not be appropriate in your setting, then choose something else. Yeah, there's lots of different moral panics that you could have a look at that aren't related to ethnicity or other background.

**Maddie Cole** - Thanks, Coral. And we've got another one in which relates to unit four, area of study two. Is Max Weber no longer referenced in this outcome?

**Elana McMahon** - No. It is not, no, it's no longer referenced.

**Maddie Cole** - Okay, we've got-

**Leonie Brown** - Elana, would you like me to add something to that? 'Cause I-

**Elana McMahon** - Yeah, sure.

**Leonie Brown** - Okay. In several instances in this presentation, we've referred to, that it's really important as Coral was just suggesting that you know your students. So, if you're in a situation where you may be picking up students from, in a year 12 class that haven't taught previously or you're not aware of those, I would suggest that you seek out appropriate people in your senior admin team, year level coordinators, people who would have knowledge of those students. So that's one thing that helps you inform your choices about your teaching and learning programmes. i.e., what case studies do you do? The other one is the study design.

So, the start and finish for VCE sociology in 2024 to 2028 is the study design. So, you, as a teacher, have a guidance, but you also have the responsibility to teach everything that's in that study design for your students over the time period of units one to unit four. So, the checklist is in the study design, if you're not sure about things or what you should be teaching, you look for it in the study design and I would advise to actually say that you would look at the key knowledge and key skills with fresh eyes because that's the way to approach it in terms of a new study design.

So, look at the key knowledge and go through those and say, generate which areas that you may need to do some homework in, some areas that you feel more comfortable with. There are new aspects of this study design and I suspect that's exactly why we had so many questions on Erica Chenoweth because she is a new part of this study design. So, it's natural that people will need to really study and checklist that study design key knowledge and key skills in instances like that where you've got particular people that have been introduced to this study design. But again, just generally use as a checklist, remember to start and the finish for your planning. Thank you. Thanks, Maddie.

**Maddie Cole** - Thank you. So, we have the next question, which is unit three, outcome one, Elana. Policies of historical suppression only have to show how I'm guessing to suppress culture, don't have to show how the policies and the responses impact public awareness or public views.

**Elana McMahon** - Sorry, were you going to say something, Leonie?

**Leonie Brown** - No, I'll let you go first and I'm happy to pick up after that.

**Elana McMahon** - Yeah, no worries. So, I suppose we referred to this in the presentation. So public students required to analyse representations considering awareness and evaluate how the issue chosen supports and/or limits public awareness. So that's what the key knowledge is in the key knowledge and key skills. So.

**Leonie Brown** - Yeah, that's a great response, Elana. But can I just add? If you look at the last key knowledge point again on page 19, one issue related to the changing awareness of Australian indigenous cultures. There are sub dot points there that actually lead you through what needs to be covered in that. So again, exactly what I was talking about previously, use those dot points in the study design as a checklist for what you cover in your teaching and learning programme. Thanks.

**Leonie Brown** - Thanks, Maddie.

**Maddie Cole** - Elana, again, to you. What are some examples of practical reconciliation?

**Elana McMahon** - Again, it's going to be, I get that up. It's really up to the teacher to look at those examples and find those examples that are appropriate for your group of students. And the only one that is stipulated within the study design that's mentioned is government funding for the closing the gap policy. And if there's any additional ones that you know, you'd like to look at, then by all means, but in that introductory blurb for that outcome or that area of study, yeah, government funding for the closing the Gap policy is referred to.

**Maddie Cole** - Thank you. Leonie, this one is for you. Is there any consultation with First Nations peoples for this study design? That's a curiosity question.

**Leonie Brown** - Oh no, and it's a perfectly valid question. I would say yes, very much so. So, the VCAA uses VAEAI as the avenue to represent perspectives in Aboriginal and Torres Strait Islander peoples within Victoria. So, I had a copy of the draughts of this study design and gave us feedback throughout the process. So not only in the VCE Sociology Study Design, but generally in both Victorian curriculum and VCE, any mention of Australian indigenous cultures has to have consultation with those people. So, I can assure you that yes, very much so. And we highly value their input because they really put in some cases, a really specific perspective which was really needed here. So, as I said, we really value their consultation. Thank you.

**Maddie Cole** - Thank you.

**Maddie Cole** - And Elana, the next one, I considered yesterday and I'm happy to answer if you like. So, the question is, the skills in unit three AOS one, which is Australian indigenous cultures ask to analyse the impact of one example of suppression on Australian indigenous cultures. What are we measuring the impact, if not awareness and views? Is it just the impact on the cultures in general, i.e., loss of culture? So, something I was considering yesterday, the focus is less on the impact on the public. And the focus is instead on the impact of the policies themselves on First Nations peoples from expressing their culture and engaging with their culture. So perhaps, it's more around the individuals themselves rather than the wider community. However, there may be times where you're exploring that further impact as well. But that is the focus. And that is at this current stage. The last question, Leonie.

**Leonie Brown** - Okay, thank you very much, Maddie. I'd like to thank those people who submitted their questions in the first instance. It was a great starting point for us to respond and help you support you in implementing this new study design. And I'd also like to thank the three very expert teachers who have helped my work at the VCAA throughout this process. I really appreciate their support and I'm sure that you do tonight, as in they provided a teacher perspective into interpreting this study design.

So, thank you to everybody and thank you to Mary for helping us in the background to get through the technical things. So, I'd like to finish up the webinar by wishing you all the very best in your planning and your implementation of the study design from next year onwards. And just another reminder, please don't hesitate to contact the curriculum manager at the VCAA if you require any further assistance. That's exactly what their job is. So, thank you very much, everybody, and we wish you all the best.

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