**Speaker** - Welcome to Unit 1: Youth and Family. This is the first of four videos for the new VCE Sociology Study Design and will be followed by question and answer webinar covering units one to four sociology. This video covers Unit 1: Youth and Family. Implementation of this Study Design commences in 2024 and the accreditation period is the 1st of January, 2024 to the 31st of December, 2028. From 2024, teachers must be using the VCE Sociology Study Design 2024 to 2028. An image of the front cover of the Study Design with a blue colour is provided on this slide.

When designing and delivering your school's programme, it is important to keep safety and wellbeing in mind for your students. During the course of VCE Sociology, students may undertake primary research. The Australian Sociological Association or TASA provide a formal set of ethical guidelines for conducting sociological research to ensure the wellbeing of research participants. Ethical methodology is assessed in this unit in Area of Study 1 as well as being assessed in both units three and four. Further information and guidance is set out on page seven of the Study Design. Schools are also required to comply with the Child Safe Standards made under the Victorian Child Wellbeing and Safety Act 2005. Again, further information and resources are available on page seven of the Study Design.

Throughout this presentation, you will notice some of the text in bold. The purpose is to draw your attention to the main ideas of the study. Unit 1 Sociology covers two areas of study. The first area of study is youth, and the second area of study is family. Sociologists investigate with a reflective critical mindset and are guided by theories or frameworks to explain and analyse how social actions, social processes and social structures work. The unit introduces students to using scientific methodology to understand group behaviour and examine society holistically. Area of Study 1 focuses on the category and experience of youth while providing an introduction to the discipline of sociology and sociological inquiry. There are two outcomes for Unit 1 and the first relates to youth. The purpose of the outcome is to state what a student needs to demonstrate to be awarded satisfactory completion of the unit.

On completion of this unit, the student should be able to describe the nature of sociological inquiry and discuss youth as a social category. To achieve this outcome, the student will need to draw on key knowledge and key skills outlined in Area of Study 1. The key knowledge points cover the content for each area of study. Outcome 1 begins with the nature of sociological inquiry which introduces students to the discipline of sociology. It covers how sociologists collect and analyse data, use ethical methods in their research, and use their sociological imagination. The TASA guidelines, as previously mentioned, provide guidance for sociological research. Sociological imagination is a term introduced by Charles Wright Mills and elaborated on by Australian sociologist Evan Willis.

It's a critical thinking tool enabling the exploration of personal behaviours and public issues from multiple perspectives and is a key concept across units one to four of VCE sociology. The key knowledge also includes the social category of youth and how it has changed over time from the emergence of the teenager and changing demands on the age group. Students also explore representations of youth in the media which encompasses print, digital, and social media and their research factors leading to differences in the experience of being young. The key skills points are used alongside with key knowledge points and outline what students should be able to do with their knowledge. The specific key skills points for this area of study are listed on this slide. You may notice that key skills points all begin with the command term to describe what the student needs to be able to do with the information and the glossary of command terms is an essential resource for understanding the key skills.

There are also some common key skills throughout the Study Design in all units and areas of study and these are listed on this slide. Although they are common to all areas of study, they should be considered in the context of the outcome and key knowledge in each area of study. For example, explaining and applying sociological concepts for this area of study include concepts such as sociological imagination and youth. Relevant sources could include media articles portraying youth or illustrating examples of positive deviance, for example, people who have excelled in their fields. The glossary of command terms provides a list of terms commonly used across VCE Study Designs and VCAA exams. It has been produced to help teachers better understand the requirements of command terms when constructing assessment items, questions, tasks and marking rubrics, and for students to better understand what they are required to do in their assessments.

The glossary lists the terms and then provides an explanation of what the term requires students to do. The glossary is available on the VCAA website. Area of Study 2 focuses on the family. Students investigate the social institution of the family in a multicultural context, considering factors like demographics, culture, economy and technology. Students use theory-based approaches and quantitative and qualitative sources, including primary and secondary research. Through this area of study, they're introduced to comparative perspectives as a methodology in sociology and consider a range of experiences of family life that can be found in different cultures and societies, as well as consider key influences on family life and family as a social institution and the way that the concept of family has changed over time.

The second outcome for Unit 1 states: on completion of this unit, the student should be able to analyse the institution of family and the developments influencing the experience of family. To achieve this outcome, the student will need to draw on key knowledge and key skills outlined in Area of Study 2. The key knowledge for Outcome 2 includes the sociological concept of an institution, which is a concept carried throughout units one to four, as well as the place and role of family as a social institution.

Students also investigate the social construct of family, including how the concept has changed over time and contemporary family compositions, which includes diverse examples of family. Throughout the area of study, students use sociological theories and perspectives to explain concepts and behaviours, including the functionalist and feminist views of family and how these views approach changes to family life. Continuing with our key knowledge points, students use comparative perspectives to compare family life in Australia to those in other societies and research key developments influencing the experience of contemporary family life.

Students look at representations of family across print, digital, and social media to see who is and isn't represented in society and how family dynamics are portrayed. Research is also conducted into government policies that affect families and government assistance that is available and measure the influence that these have on the experience of family. Examples of these include policies and programmes, as varied as welfare payments, childcare subsidies, Medicare and the NDIS. The specific key skills points for this area of study are outlined on this slide, and again, it's important to note the command terms included for each point. Area of Study 2 also has the key skills common throughout units one to four as previously outlined, which should be considered in the context of this outcome.

To be awarded satisfactory completion of a unit, students must demonstrate the two outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. All assessments for Unit 1 and 2 are school-based and should be completed mainly in class as part of the regular teaching and learning programme. At both Unit 1 and 2, teachers have much more flexibility and scope around their assessment tasks as they are school-based and teachers are encouraged to make the most of their flexibility. They may be selected from the following list. The list is common throughout units one to four and provides students the opportunity to gain experience with the different task types that are used in units three and four. Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand. This means that both tasks should take a similar amount of time and assess comparable knowledge and skills. One should not be easier or more onerous than the other. This presentation is number one in a series of four on-demand videos and one question and answer webinar. These support materials will be located on the VCAA VCE Sociology Study page. Ideas for planning, developing teaching and learning activities and assessment are available on the Support materials page on the VCAA Sociology Study page. There are resources covering all areas of study from units one to four, including short and long form classroom activities and ideas for assessment. For more information, please contact the VCAA Curriculum Manager.

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