**Speaker** - This on-demand video provides an introduction and content overview of Unit 4 Sociology. This video is one in a series of four on-demand videos. A recording of the Q&A webinar will also be available. These videos will be located on the VCAA VCE Sociology Study Page. For ideas for developing teaching and learning activities and assessment, please refer to the support materials on the VCAA VCE Sociology Study Page. Above are the series of four on-demand videos and the question-and-answer webinar covering units one to four sociology. Safety and wellbeing details can be found on page seven of the VCE Sociology Study Design 2024-2028.

In Unit 4, students study community, social movements, and social change. Area of study 1 is community and Area of Study 2 is social movements and social change. The bolded words indicate key terms and concepts that will be explored. The definition of community has changed over time and experiences of community are varied. These experiences are shaped by factors and changes both within and external to the community.

Theories should always be attributed to the sociologists who created them. In this case, Ferdinand Tonnies and Michel Maffesoli. Social movements play a vital role in the generation and resistance of social change. Students explore purpose, evolution, power, and outcomes of social movements in this Area of Study. Area of study 1 is the study of community. This is the concept of community that should be used throughout the Area of Study. Community is explored generally and specifically in a detailed case study. Students can choose their own specific community, or it can be selected by the teacher. The community may be within Australia and/or overseas. However, it cannot be any Australian indigenous community, or the specific ethnic group studied in Unit 3, Area of Study 2. The concept of community has changed over time. Tonnies' theory explores the shift in communities as a result of the industrial revolution. Maffesoli's theory explores that of neo-tribes. Community experience is shaped by economic, social, and political factors, as well as geographical characteristics.

Geographical characteristics affecting the experience of community could be related to proximity and accessibility, climate, scenic quality, landforms and natural resources, or built features such as community centres or other relevant characteristics. When evaluating specific community experience, students consider that groups with high levels of belonging are said to have a strong sense of community. A sense of community occurs when members actively participate and have an emotional connection within the group. In the study of specific community, data may be drawn from secondary sources and/or from primary research undertaken by the student. Research should be informed by guidelines of the Australian Sociological Association. Refer to page seven in the study design for more information. Students analyse the experience of community generally and analyse and evaluate a specific community.

To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study 1. Now we will look at the key knowledge of Outcome 1. When students analyse changes to the concept of community over time, they must refer to the theories of Ferdinand Tonnies and Michel Maffesoli. The concept once relied upon geographical closeness to be considered a community before advancements in technology. Students should be able to identify general examples of how community is experienced in a general sense.

For example, sporting clubs in general rather than a specific suburban hockey club. They look at feelings of belonging, the impact of information and communications technology, as well as economic, social, and political factors, and of geographical characteristics. The selected community is a detailed case study of one specific community. The community chosen may be located within Australia and/or overseas. There is flexibility with the community studied. As a teacher, you may like to select a community for the whole class to study or you may allow students to select a community to study on their own. When selecting a community, ensure that it can be classified as a community using the concept of community as outlined in the area of study introduction.

Note that students are to consider the interplay between these influences. Interplay refers to the way in which two or more things have an effect on each other. These are examples to help provide ideas of the types of communities students may study. If you are not sure if a community is appropriate, please contact the Sociology Curriculum Manager at the VCAA. Contact details are at the end of this presentation. Ethical guidelines are set out by the Australian Sociological Association or TASA which can be found on page seven of the study design. When looking at ethical methodology, students must refer to voluntary participation, informed consent, privacy and confidentiality of data. Each area of study has key skills. These key skills inform how students demonstrate key knowledge. These are the common key skills in Units 1-4. Students explain sociological concepts.

For example, the concept of community. Source material refers to examples that should be used to support observations and analysis. Students also evaluate and synthesise. Synthesise evidence refers to bringing the evidence together to make conclusions. Students analyse and compare. When comparing, students need to demonstrate knowledge of the similarities and differences of the concepts. These key skills are related to the experience of community. Students will identify factors, analyse and evaluate influence, and explain variations in experience. Again, refer to TASA on page seven of the study design.

The VCAA glossary of command terms provides a list of terms commonly used across the VCE study designs and VCE examinations. It is good practise to refer to these for school-based assessments. Area of Study 2 looks at social movements and social change. There are many forms of power used by social movements and their opposition. These include reward, coercive, referent, legitimate, expert, and informational power. Students generally explore the meaning and nature and purpose of social movements, as well as their ability to achieve social change. Erica Chenoweth's research has shown that non-violent forms of civil disobedience are more effective in achieving desired social change. Illustrative examples are specific examples that relate directly to the concept and can be used to help explain a particular concept or theory.

For example, Stop Barossa Gas is a reformative social movement. Students explore one specific social movement in detail. This movement must be operating in its current context and be at a stage where it can be commented on in a range of sources. The use of power is explored, for example, through campaigns and the use of social media platforms such as Instagram. To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study two. As stated in the Area of Study Introduction, when exploring the nature and purpose of social movements, students draw on brief illustrative examples.

For example, you may use the Writers Guild of America strike as an example of a social movement that is in decline due to success. The movement achieved their aims of negotiating payments, staffing, streaming terms, and AI use with their opposition, the Alliance of Motion Picture and Television producers. These negotiations took place after five months of writers striking. This is a detailed case study. As stated in the Area of Study 2 introduction, the social movement selected for study may be operating at a local and national or an international scale and should be examined in its current context and be at a stage where its impact on social change has been commented on in a range of sources. Teachers may like to select a social movement for the whole class to study, or students may select a social movement to study themselves. If you're not sure if a social movement is appropriate, please contact the Sociology Curriculum Manager at the VCAA. Contact details are at the end of this presentation. This key knowledge point requires students to understand how the components interrelate, meaning how they affect each other.

For example, the stage of the movement may impact how power is exercised by the social movement, impacting the influences of the social movement on social change. Once again, are the key skills that are common throughout the VCE Sociology study design. A sociological concept, for example, could be social change in this area of study. In Area of Study 2, key skills, students analyse the nature and purpose of social movements and how power is used. Students also evaluate the influence of social movements on social change. As mentioned previously, this is the VCAA glossary of command terms. The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Level of achievement is determined by school-assessed coursework.

The VCAA publishes support materials for this study which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement. The score must be based on the teacher's assessment of the performance of each student on the task set out. School-assessed coursework for Unit 4 will contribute 25% to the study score. Outcome 1, Community, is allocated 50 marks and Outcome 2, Social Movements and Social Change, is also allocated 50 marks, making for a total of 100 marks allocated for Unit 4. These are the range of assessment tasks. You need to do two or more of the tasks listed. These are common tasks throughout Units 1-4 so students should feel familiar with these task types. The end-of-year examination contributes 50% to the study score. Key knowledge and key skills that underpin outcomes from Unit 3 and 4 are examinable. Examination specifications include details about the sections of the examination, their weighting, the question format, and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material. Resources to support Unit 4 are also found on the VCE Sociology Study Page.

If needed, you may contact Leonie Brown, the Humanities Curriculum Manager at the VCAA.

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