

Sociology Unit Outline

Unit 3: Cultural Icons

Semester 1 - 2019

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|---------------------|----------|----------|-----------|
| Course Code: | T | A | Value 1.0 |
| Sociology: | 6445 | 6446 | |
| Unit Code: | 62435 | 62366 | |

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:

| T Course | A Course |
|--|--|
| <ul style="list-style-type: none"> understand sociological knowledge and skills to develop insights on individuals and groups apply sociological knowledge and skills in a range of contexts | <ul style="list-style-type: none"> understand sociological knowledge and skills to develop insights on individuals and groups apply sociological knowledge and skills in a range of contexts |

Content Descriptions

| T Course | A Course |
|---|---|
| Theories, concepts, principles and models | |
| <ul style="list-style-type: none"> analyse sociological theories, concepts, principles and models (SOCT01) analyse how sociological concepts and theories apply in different times and contexts (SOCT02) draw connections between, and compare and contrast sociological theories, concepts, principles and models (SOCT01) analyse and evaluate the applicability of sociological theory and principles to everyday real-world issues (SOCT04) | <ul style="list-style-type: none"> analyse sociological theories, concepts, principles and models (SOCA01) compare and contrast sociological theories, concepts, principles and models (SOCA02) analyse the applicability of sociological theory and principles to everyday real-world issues (SOCA03) |
| Methodology and approaches to data | |
| <ul style="list-style-type: none"> use diverse investigatory methods and procedures to collect, record, classify, 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) | <ul style="list-style-type: none"> use diverse investigatory methods and procedures to collect, record, classify, quantify and process primary and secondary research data, with consideration of ethical issues (SOCA04) |
| Nature and purpose of sociology | |

| | |
|--|---|
| <ul style="list-style-type: none"> • understand the nature of sociology as a study of human groups and social behaviour (SOCT08) • 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) | <ul style="list-style-type: none"> • understand the nature of sociology as a study of human groups and social behaviour (SOCA05) • apply key sociological concepts, theories and methods to social life in Australian society and global contexts (SOCA06) |
| Perspectives and interpretation | |
| <ul style="list-style-type: none"> • evaluate the validity and reliability of sociology-related information and opinions presented in the public domain (SOCT10) • evaluate social norms and values, and how they change, by comparing perspectives (SOCT11) | <ul style="list-style-type: none"> • analyse the validity and reliability of sociology-related information and opinions presented in the public domain (SOCA07) • analyse social norms and values (SOCA08) |
| Explanation and communication | |
| <ul style="list-style-type: none"> • communicate sociological information, ideas and research findings (SOCT12) • use communication methods suitable for different audiences and purposes (SOCT13) • use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCT14) | <ul style="list-style-type: none"> • communicate sociological information, ideas and research findings (SOCA09) • use communication methods suitable for different audiences and purposes (SOCA10) • use terminology, conventions and referencing of information sources appropriate to the medium of communication (SOCA11) |

The electives chosen for this unit are as follows.

For a standard 1.0 unit, a student must study a minimum of TWO electives.

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

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, Millennials, 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 discourse regarding 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.

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.

Assessment

| TASK | DUE DATE | WEIGHTING |
|---------------------------------------|-----------|-----------|
| Essay | (Week 5) | 30% |
| Creative response: Poster & Rationale | (Week 12) | 30% |
| Test | (Week 18) | 40% |

Specific Entry & Exit Requirements for Term Units

To exit at term 2 you must complete (2) assessment items by the above dates.

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT (see attached achievement standards)

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

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

- Knowledge and Understanding
- Skills

LATE SUBMISSION OF WORK

Students are encouraged to submit work on time as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff. After 7 days, late work will be awarded the Notional Zero. Calculation of a Notional Zero is based on genuine scores, (items submitted on time or with an extension). The Notional Zero will be a score that lies between 0.1 of the standard deviation below the lowest genuine score for that item and zero. If the lowest genuine score is zero, then the notional score is zero.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be considered to be unassessable and will receive a V grade. The Principal has the right

to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

ACCREDITED COURSES

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff. Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

CHEATING AND DISHONEST PRACTICE

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

RIGHT TO APPEAL

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Executive Teacher: Ruth Edge (SLC) _____

Class Teacher: Fiona Nicholson _____

Date: 05 / 02 / 2019 _____

Achievement Standards for Sociology A Course Year 11

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|------------------------------------|---|---|---|--|---|
| Knowledge and understanding | <ul style="list-style-type: none"> analyses theories, concepts and models used to explain behaviour analyses 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 | <ul style="list-style-type: none"> discuss theories, concepts and models used to explain behaviour discuss the nature and purpose of Sociology discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | <ul style="list-style-type: none"> interprets theories, concepts and models used to explain behaviour interprets the nature and purpose of Sociology describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | <ul style="list-style-type: none"> describes theories, concepts and models used to explain behaviour describes the nature and purpose of Sociology identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level | <ul style="list-style-type: none"> identifies theories, concepts and models used to explain behaviour identifies the nature and purpose of Sociology 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 | <ul style="list-style-type: none"> analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on an analysis of valid and reliable sources | <ul style="list-style-type: none"> explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources | <ul style="list-style-type: none"> describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour communicates in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes undertakes guided inquiries and analyses data and information based on a range of appropriate sources | <ul style="list-style-type: none"> describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour communicates in some modes and genres for specific audiences and purposes undertakes guided inquiries using limited sources | <ul style="list-style-type: none"> considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour communicates with little or no reference to audiences and purposes undertakes simple research on a topic with little or no reference to sources |

Achievement Standards for Sociology A Course Year 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|------------------------------------|---|---|--|--|--|
| Knowledge and understanding | <ul style="list-style-type: none"> 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 analyses the nature and purpose of Sociology and explains the impact of external factors on individuals, groups and society across a range of 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 | <ul style="list-style-type: none"> 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 discuss the nature and purpose of Sociology and describes the impact of external factors on individuals, groups and society across a range of contexts discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | <ul style="list-style-type: none"> 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 interprets the nature and purpose of Sociology and describes the impact of external factors on individuals, groups and society across contexts describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | <ul style="list-style-type: none"> 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 describes the nature and purpose of Sociology with some reference to the impact of external factors on individuals, groups and society across contexts identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level | <ul style="list-style-type: none"> identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level 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 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 | <ul style="list-style-type: none"> analyses theories, concepts and models to provide an evidence-based critique and discussion for alternative ways of thinking about behaviour communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on an evaluation of valid and reliable sources | <ul style="list-style-type: none"> explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on an assessment of valid and reliable sources | <ul style="list-style-type: none"> describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour communicates in a range of modes, styles and genres for specific purposes and genres for specific audiences and purposes undertakes guided inquiries and analyses data and information based on a range of appropriate sources | <ul style="list-style-type: none"> describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour communicates in some modes and genres for specific audiences and purposes undertakes guided inquiries using limited sources | <ul style="list-style-type: none"> considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour communicates with little or no reference to audiences and purposes undertakes simple research on a topic with little or no reference to sources |

Achievement Standards for Sociology T Course Year 11

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|------------------------------------|---|--|---|--|---|
| Knowledge and understanding | <ul style="list-style-type: none"> 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 critically analyses principles, methodology, approaches to data and procedures in Sociology and evaluates their 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 critically analyses the types of behaviour demonstrated by individuals, groups and society and evaluates representations and interpretations to explain human behaviour | <ul style="list-style-type: none"> 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 analyses principles, methodology, approaches to data and procedures in Sociology and analyses their validity and reliability analyses the nature and purpose of Sociology and analyse the impact of external factors on individuals, groups and society across a range of contexts analyses the types of behaviour demonstrated by individuals, groups and society and analyses representations and interpretations to explain human behaviour | <ul style="list-style-type: none"> 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 explains principles, methodology, approaches to data and procedures in Sociology and describes their validity and reliability explains the nature and purpose of Sociology and describes the impact of external factors on individuals, groups and society across a range of contexts explains the types of behaviour demonstrated by individuals, groups and society and describes representations and interpretations to explain human behaviour | <ul style="list-style-type: none"> 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 describes principles, methodology, approaches to data and procedures in Sociology with some reference to validity and reliability 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 describes the types of behaviour demonstrated by individuals, groups and society with some reference to representations and interpretations to explain human behaviour | <ul style="list-style-type: none"> identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level identifies principles, methodology, approaches to data and procedures in Sociology with little or no reference to validity and reliability 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 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 | <ul style="list-style-type: none"> critically analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour critically analyses complex problems, and makes reasoned, plausible predictions in unfamiliar contexts communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on a critical evaluation of reliable and useful sources | <ul style="list-style-type: none"> analyses theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour analyse complex problems, and make reasoned, plausible predictions in unfamiliar contexts communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on an assessment of reliable and useful sources | <ul style="list-style-type: none"> explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour interprets complex problems, and make reasoned, plausible predictions in familiar contexts communicates clearly in a range of modes, styles and genres for specific purposes undertakes guided inquiries and analyses data and information based on a range of appropriate sources | <ul style="list-style-type: none"> describes theories, concepts and models from a personal perspective interprets complex problems, and makes some predictions in familiar contexts communicates in a range of modes and genres undertakes guided inquiries using limited sources | <ul style="list-style-type: none"> considers claims from a personal perspective describes complex problems, and makes some predictions in familiar contexts communicates in a range of modes undertakes simple research on a topic |

Achievement Standards for Sociology T Course Year 12

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