

# SAMPLE STAGE 6 SCOPE AND SEQUENCE, YEAR 12 ASSESSMENT SCHEDULE AND FORMAL ASSESSMENT TASK

## Stage 6 Assessment

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### Syllabus Links

Various topics across both Year 11 and Year 12 courses

### Syllabus Outcomes

Various syllabus outcomes across both Year 11 and Year 12 courses

### Relevant concepts

Please see relevant sections of the HSC Syllabus

## Rationale

Formal assessment within Society and Culture is guided by relevant NESA guidelines and is designed by teachers to provide a range of experiences and opportunities for students to demonstrate their diverse understanding of the course. In November 2019 NESA published updated *Assessment and Reporting Guidelines* for school-based assessment across Stage 6 (as effective for the 2020 HSC cohort and beyond). Please see the relevant guidelines at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/assessment-and-reporting> Within these guidelines some schools have moved towards reducing the number of formal school-based assessments for Year 12 from four to three. The following resource aims to demonstrate one way three formal assessments could be conducted in Year 12 in the context of the broader scope and sequence of the course. The sample assessment task provided highlights how the 'process' of the PIP can be formally assessed within the current assessment and reporting guidelines. Please note: additional sample NESA assessment schedules for both Year 11 and Year 12 can be found at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

# SAMPLE STAGE 6 SCOPE AND SEQUENCE, YEAR 12 ASSESSMENT SCHEDULE AND FORMAL ASSESSMENT TASK



## Year 12 2021 Scope and Sequence STAGE 6 SOCIETY AND CULTURE

STAGE 6		TERM 1	TERM 2	TERM 3
YEAR 11	<p><b>11.1</b></p> <p>SOCIAL AND CULTURAL WORLD</p> <p><b>Conceptual frame: "Connections"</b></p> <p><b>Content:</b> The focus of this study is the interactions occurring between persons and within and between groups, both in the contemporary world and in societies across time.</p> <p><b>Skills:</b> qualitative research; academic writing; analysis; concept application; compare and contrast to explain; social and cultural literacy.</p> <p><b>Outcomes:</b> P1, P3, P6, P9, P10</p> <p><b>Assessment:</b> Extended response – explain the social construct of gender and identity or roles and status 30%</p>	<p><b>11.2</b></p> <p>PERSONAL AND SOCIAL IDENTITY</p> <p><b>Conceptual frame: "Creation"</b></p> <p><b>Content:</b> The focus of this study is the process of socialisation, and the development of personal and social identity in individuals and groups in a variety of social and cultural settings.</p> <p><b>Skills:</b> qualitative and qualitative research; academic writing; concept application; analysis; application of theory to explain; social and cultural literacy.</p> <p><b>Outcomes:</b> P1, P2, P3, P5, P8, P10</p> <p><b>Assessment:</b> Extended response application of theory 40%</p>	<p><b>11.3</b></p> <p>INTERCULTURAL COMMUNICATION</p> <p><b>Conceptual frame: "Perspective"</b></p> <p><b>Content:</b> The focus of this study is to understand how people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and their world.</p> <p><b>Skills:</b> Examination literacy</p> <p><b>Outcomes:</b> P1, P2, P3, P4, P5, P6, P7, P8, P9, P10</p> <p><b>Assessment:</b> Preliminary exam 30%</p>	
	<p><b>12.1</b></p> <p>PIP and BELIEF SYSTEMS and IDEOLOGIES</p> <p><b>Conceptual frame: "Pattern"</b></p> <p><b>Content:</b> The focus of this study is the relationship of belief systems and ideologies to culture and identity.</p> <p><b>Skills:</b> qualitative research; academic writing; analysis; concept application; social and cultural literacy.</p> <p><b>Outcomes assessed:</b> H1, H3, H4, H6, H7, H8, H10</p> <p><b>Assessment:</b> PIP Viva 30%</p>	<p><b>12.2</b></p> <p>PIP and POPULAR CULTURE</p> <p><b>Conceptual frame: "Power"</b></p> <p><b>Content:</b> The focus of this study is the interaction between popular culture, society and the individual.</p> <p><b>Skills:</b> qualitative research; academic writing; analysis; concept application; social and cultural literacy.</p> <p><b>Outcomes assessed:</b> H2, H3, H5, H6, H7, H9, H10</p> <p><b>Assessment:</b> Extended writing 40%</p>	<p><b>12.3</b></p> <p>CORE and PIP</p> <p><b>Conceptual frame: "Time"</b></p> <p><b>Content:</b> The focus of this study is to understand the nature of social and cultural continuity and change and to examine it, through the application of research methods and social theory, in relation to a selected country.</p> <p><b>Skills:</b> qualitative research; academic writing; analysis; concept application; social and cultural literacy. Hand in a succession of PIP draft chapters.</p> <p><b>Outcomes: Assessment: NIL</b></p>	<p><b>TERM 3</b></p> <p>PIP SUBMISSION/TRIAL EXAMS/ REVISION</p> <p><b>Conceptual frame: "Identity"</b></p> <p><b>Content:</b> The Personal Interest Project is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student.</p> <p><b>Skills:</b> Examination literacy</p> <p><b>Outcomes assessed:</b> H1, H3, H5, H9</p> <p><b>Assessment:</b> Trial Examination 30%</p>
YEAR 12				

## SAMPLE STAGE 6 SCOPE AND SEQUENCE, YEAR 12 ASSESSMENT SCHEDULE AND FORMAL ASSESSMENT TASK

### SCHEDULE OF ASSESSMENT

#### SOCIETY & CULTURE – YEAR 12 HSC COURSE 2021

<b>Assessment Components</b>	<b>Syllabus Weighting</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Term 4 Week 8 2020</b>	<b>Term 1 Week 9 2021</b>	<b>Term 3 Trial period Weeks 4&amp;5 2021</b>
<b>Component Nature of tasks</b>		<b>Viva Voce: PIP Proposal Secondary Research Findings Primary Method Plan</b>	<b>Continuity and change extended response</b>	<b>Trial Examination</b>
<b>Outcomes Assessed</b>		H1, H3, H4, H6, H7, H8, H10	H2, H3, H5, H6, H7, H9, H10	H1, H3, H5, H9
<b>Knowledge and understanding of course content</b>	50	10	10	30
<b>Application and evaluation of social and cultural research methodologies</b>	30	10	20	—
<b>Communication of information, ideas and issues in appropriate forms</b>	20	10	10	—
<b>Total Weighting</b>	100	30	40	30

### Rationale

This assessment schedule has been designed to assess all outcomes across the HSC course in three tasks. This decision has been made to assist the quality preparation, monitoring and submission of the externally marked Personal Interest Project which is weighted at 40% of the HSC. I have designed the HSC course around this idea for more than 10 years and have achieved improved HSC results when analysed via NESA's RAP package. I believe with a 5 week solid focus on the PIP writing process in Term 3 rather than students working on both the PIP and a term 3 assessment task have led to improved student outcomes and less stressed teacher!

## SAMPLE STAGE 6 SCOPE AND SEQUENCE, YEAR 12 ASSESSMENT SCHEDULE AND FORMAL ASSESSMENT TASK

**TASK 1: A Viva Voce** is an oral examination, a type of interview where the student is to prepare both a submission on the due date and answer a set of questions drawn from three sets of instructional verbs. Each student is asked the same set of verbs with a focus on a different aspect of the project preparation hence equity is achieved. A PIP task due term 4 is a sound idea for student assessment as there are many student decisions to be made and as a result greater project clarity is achieved before the valuable January term break. Specific and helpful feedback from the teacher is also given. This timeline is in line with a holistic timeline where

Term 4: has a focus on wide reading from academic sources, significant data tagging via conceptual ideas; followed by research question and hypothesis formation. Annotations started and checked for required qualities

Term 1: Has a focus on primary research design – Pilot testing of questions; making correlations in data; sorting data into conceptual themes and possible chapter ideas – 2, 3 or 4 (not 5): Time is spent creating a PIP picture.

Term 2: First half of term 2 has a focus on chapter titles and insightful questions to steer chapters: Second half of term 2 has a focus on PIP drafting and several submissions or checks – chapter by chapter monitoring conceptual language, integration and synthesis development. Weeks 5 to 10 are devoted to PIP construction in class without the burden of an additional assessment task.

Term 3: Has a focus on an autonomous, smooth and hassle free pre-hand in-zone. I have witnessed the past few years a more settled hand in period especially as trial exams merge with NESA hand-in dates

**TASK 2: is an extended response** designed to have all the hallmarks of a PIP but much less demanding of course. The student response has the qualities of the top mark range of the PIP – Conceptual, integrated secondary and primary research data with analysis and synthesis of knowledge evident with annotations recorded for sources accessed. The writing skills required in the PIP are built across the year 11 course and then expected to be continually refined in readiness for the PIP – 40% of the HSC! With this approach I find the process happens almost automatically, of sorts!

**Task 3 is the Trial exam.** To prepare for this task, it is not so much about achieving revision with exhausted PIP students but rather exam preparation is in integrated bursts of ‘application of knowledge’ continually along the way – term 4 through to mid-term 2. I find the most successful approach is to verbalise examination techniques weekly and model exam answer writing on the board as the class learns new content from the syllabus. I like to say to students we are running a marathon and we need to train consistently to get to the finish line without major breakdowns. I have found that I cope better myself as well!

To add further clarity to the assessment schedule, I teach a depth study term 4 and term 1 then the core term 2 for 5 weeks this then allows time for the PIP writing. I had critics initially due to great PIP topics emerging from the core; however, I have never looked back, so I guess that is transformative change! It may or may not work for you in your school. Maxine Johnson

# SAMPLE STAGE 6 SCOPE AND SEQUENCE, YEAR 12 ASSESSMENT SCHEDULE AND FORMAL ASSESSMENT TASK



## GOSFORD HIGH SCHOOL – ASSESSMENT TASK TECHNOLOGY AND APPLIED STUDIES

SOCIETY and CULTURE – YEAR 12 HSC COURSE 2021

Module/Unit/Title: Topic: Core: Social and Cultural Continuity and Change.

**Task Number: 1**      6–8 minute *Viva* presentation on the PIP process

**Weighting: 30%**

**Due Date: Term 4, Assessment week 2021**

### OUTCOMES TO BE ASSESSED

- H1** evaluates and effectively applies social and cultural concepts
- H3** analyses relationships and interactions within and between social and cultural groups
- H4** assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H6** evaluates social and cultural research methods for appropriateness to specific research tasks
- H7** selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8** uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H10** communicates complex information, ideas and issues using appropriate written, oral and graphic forms

### TASK DESCRIPTION

**Part A: Prepare a 2 minute oral presentation that outlines**

- The development and refinement of your research proposal; State the topic, question or problem or establish the hypothesis (statement to be debated)
- The link between personal experience and public knowledge in your topic and why you have chosen to research your topic
- How the research relates to the Year 12 Course
- The concepts chosen to be central to your research

**Part B: The 6 minute Viva will be composed of 3 questions. You will need to provide application of research methods knowledge that demonstrates the progress of your PIP. Prepare for the Viva by knowing**

- The THREE research methods you have chosen for your research proposal.
- The usefulness of these research methods to your topic
- Ethical processes considered

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### **Part C: Submit the following written evidence**

- Provide annotations for TWO academic sources used – clearly identifying why the source will be used i.e. make judgments about the sources and their usefulness. The three phases of an annotation should be evident (Summary, Bias and Usefulness).
- Submit your log book entries that outline the progress/problem solving of your PIP and the sequential development of the PIP to date.
- Justify the cross cultural perspective for your PIP.
- Justify the continuity and/or change perspective that your research will take.

### **MARKING CRITERIA**

#### **Grade A: 23–30 Marks**

- Concisely stated research question or hypothesis with strong links to course content
- Conceptually strong correlations expressed between personal experience and public knowledge and the year 12 SAC course.
- Concise and well linked explanation with appropriate conceptual language and social literacy applied.
- Insightful verbal response strongly linking appropriate research methods to the advantages of the research method and the research topic.
- A sustained, well executed viva with strong evidence of synthesised ethical knowledge.
- Instructional verbs are well executed in a conceptually strong viva presentation
- Well developed, insightful annotations that make sophisticated judgments about the usefulness of the resource to the student's research.
- Process log has insightful evaluations of research procedures
- Sophisticated conceptual justification for the choice of both a cross cultural and continuity and/or change linking strongly to topic.

#### **Grade B: 15–22 Marks**

- Concisely stated research question or hypothesis with links to course content
- Conceptual correlations expressed between personal experience and public knowledge and the year 12 SAC course.
- Well linked explanation with appropriate concepts and social literacy applied.
- Sound verbal response linking appropriate research methods to the advantages of the research method and the research topic.
- A well organised viva with some evidence of synthesised ethical knowledge.
- Instructional verbs are applied in a sound viva presentation
- Well-developed annotations that make sound judgments about the usefulness of the resource to the student's research.
- Process log has evidence of research procedures and problem solving
- Sound conceptual reasoning for the choice of cross cultural and continuity and/or change linking to topic.

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### Grade C: 8 – 14 Marks

- A research question or hypothesis may be stated with limited links to course content
- Limited correlations attempted between personal experience and public knowledge and the year 12 SAC course.
- Appropriate concepts and social literacy attempted
- Limited verbal response attempting to link appropriate research method/s to features of the research method and the research topic.
- Viva describes ethical knowledge.
- Little or no application of instructional verbs in a viva presentation
- Annotations attempt to make judgments about the usefulness of the resource to the student's research.
- Process log has some evidence of research procedures and/or problem solving
- Limited linking of cross cultural or continuity or change to topic.

### Grade D : 1– 7 Marks

- A research question may be expressed
- Basic correlations attempted between personal experience and public knowledge and the year 12 SAC course.
- Some concepts and social literacy attempted
- Basic verbal response with some attempt to link a research method and the research topic.
- Viva attempts to describe ethical knowledge.
- Little attempt at instructional verb application in a viva presentation
- Annotations attempt to make judgments about the usefulness of the resource to the student's research.
- Process log has limited evidence of research procedures or problem solving
- Basic linking of cross cultural or continuity or change to topic

## SAMPLE STAGE 6 SCOPE AND SEQUENCE, YEAR 12 ASSESSMENT SCHEDULE AND FORMAL ASSESSMENT TASK

Teachers choose 1 question from each verb column to conduct the 6 minute Viva		<i>I copy and laminate these for students to hold while responding</i>
<b>1. EXPLAIN – choose 1 question</b>		<b>3. ASSESS – choose 1 question</b>
a) Explain the triangulation combination chosen for your topic	a) Assess the importance of TWO of the research methods chosen for your research	
b) Explain how useful the research methods will be to your topic	b) Assess the usefulness of TWO of the research methods selected for your research	
c) Explain TWO ethical considerations for your research		c) Assess the importance of ONE ethical consideration for the success of your research
<b>2. JUSTIFY – choose 1 question</b>		
a) Justify the triangulation combination chosen for your research		
b) Justify the choice of research methods for your topic		
c) Justify TWO ethical procedures for your research		

Teachers choose 1 question from each verb column to conduct the 6 minute Viva		<i>I copy and laminate these for students to hold while responding</i>
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c) Explain TWO ethical considerations for your research		c) Assess the importance of ONE ethical consideration for the success of your research
<b>2. JUSTIFY – choose 1 question</b>		
a) Justify the triangulation combination chosen for your research		
b) Justify the choice of research methods for your topic		
c) Justify TWO ethical procedures for your research		

## SAMPLE STAGE 6 SCOPE AND SEQUENCE, YEAR 12 ASSESSMENT SCHEDULE AND FORMAL ASSESSMENT TASK

### Part A: Year 12 Society and Culture Personal Interest Project process

**Name:**

<ul style="list-style-type: none"> <li>The development and refinement of your research proposal; State the topic, question or problem or establish the hypothesis (statement to be debated)</li> </ul>	
<ul style="list-style-type: none"> <li>The link between personal experience and public knowledge in your topic and why you have chosen to research your topic</li> </ul>	
<ul style="list-style-type: none"> <li>How the research relates to the Year 12 Course</li> </ul>	
<ul style="list-style-type: none"> <li>The concepts chosen to be central to your research</li> </ul>	

### Part B: Year 12 Society and Culture Personal Interest Project process

**Name:**

<ul style="list-style-type: none"> <li>The THREE research methods you have chosen for your research proposal.</li> </ul>	
<ul style="list-style-type: none"> <li>The usefulness of these research methods to your topic</li> </ul>	
<ul style="list-style-type: none"> <li>Ethical processes considered</li> </ul>	

## SAMPLE STAGE 6 SCOPE AND SEQUENCE, YEAR 12 ASSESSMENT SCHEDULE AND FORMAL ASSESSMENT TASK

### Part C: Year 12 Society and Culture Personal Interest Project process

**Name:**

1a) Explain the triangulation combination chosen for your topic	
1b) Explain how useful the research methods will be to your topic	
1c) Explain TWO ethical considerations for your research	
2a) Justify the triangulation combination chosen for your research	
2b) Justify the choice of research methods for your topic	
2c) Justify TWO ethical procedures for your research	
3a) Assess the importance of TWO of the research methods chosen for your research	
3b) Assess the usefulness of TWO of the research methods selected for your research	
3c) Assess the importance of ONE ethical consideration for the success of your research	

## ABOUT US

The Society and Culture Association is an avenue for teachers and students to share resources and expertise. It provides a valuable network for teachers and students of Society and Culture throughout New South Wales. The Society and Culture Association was formed in October 1984, and became incorporated in February 1992.

