

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

HSC: Social Conformity & Nonconformity

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Syllabus Content

Examine a contemporary issue associated with conformity and/or nonconformity using the research method of observation.

- the ways the ideologies, values and behaviours of a subcultural group currently perceived as not conforming to the wider society may influence others and lead to social change.
- how nonconformity determines the boundary between 'appropriate' and 'inappropriate' behaviours and attitudes
- the social costs and benefits of nonconformity for both individuals and the wider society

Syllabus Outcomes

- H3 analyses relationships and interactions within and between social and cultural groups
- H5 analyses continuity and change and their influence on personal and social futures
- 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
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Rationale

The following formal assessment task for the Depth Study Social Conformity & Nonconformity is an excellent example of how to work alongside NESA guidelines for assessment in the HSC course. It allows for students to apply the research method of observation ethically and apply this within a final written product. It also provides students scope and choice in their secondary research of ONE nonconformist group, which may complement the chosen group studied in class. This submission also contains the marking criteria linked to the task to further illustrate best practice in assessing and providing feedback for this task.

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YEAR 12 SOCIETY AND CULTURE ASSESSMENT TASK 3 2019

Task number: 3

Weighting: 30%

Date: Monday 24th June

Topic: Social Conformity and Non-Conformity

Outcomes to be assessed:

- H3 analyses relationships and interactions within and between social and cultural groups
- H5 analyses continuity and change and their influence on personal and social futures
- 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
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Task description:

In this depth study you are required to examine a contemporary issue associated with conformity and/or nonconformity using the methods of observation and secondary research. There is a research component and an examination component in this assessment task.

The **research** component has **TWO** parts:

1. You will conduct an observation to determine factors that influence conformity and obedience in individuals and groups. You are to record your data and analysis on **ONE** side of an A4 sheet of paper, which you can bring with you to the third part of this task: in class examination. Some examples of observations of social behavior are:
 - How students behave in the canteen line.
 - How students behave in a classroom setting.
 - How people behave on public transport.
 - How people behave at sport's games.

An example of an observation has been included below.

A researcher is interested in compliance with COVID safe restrictions and guidelines in public spaces like Shopping Centres. In order to covertly observe this behaviour, they sit in a public area of a local shopping centre and use a table to tally COVID compliant and COVID deviant behaviour over a set period of time, across several days. They predetermine what they would consider COVID deviant and COVID compliant behaviour based on secondary research. Their observation matrix might look something like this:

DATE & LOCATION:	TIME & DURATION
COVID Compliant (tally instances observed)	COVID Deviant (tally instances observed)
<ul style="list-style-type: none"> • Keeping 1.5m distance • Wearing Face Masks • Utilising hand sanitiser • Shopping alone or in small groups (less than 5) 	<ul style="list-style-type: none"> • Hand holding or other closer personal contact • Not wearing face masks • Not Utilising hand sanitiser • Congregating in large groups (5 or more)

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Sea Shepherd – Pussy Riot – Proud boys – Patriots Australia – Bra Boys

2. You are also required to conduct research on **ONE** non-conformist group from the list above in order to:
- analyse the ways their ideologies, values and behaviours are currently perceived as not conforming to the wider society
 - explain their groups norms, and what they determine to be acceptable and unacceptable behaviour
 - the social costs and benefits of nonconformity for their members and wider society
 - how their ideologies and actions influence others and lead to social change.

This task involves **researching** material and then **applying** and/or **analysing** it in short answer questions and an extended response on the day of the examination.

You are required to *refer to specific data* you have collected through (1) observation and (2) data you have researched.

As this is a research-based task, you are allowed to bring *ONE double-sided A4 sheet with typed notes* on the areas you have researched. Your typed notes must be in TIMES NEW ROMAN style and 12 FONT in size. You may include tables or graphs in these notes.

At the end of the task **you must submit this A4 sheet as well as a typed bibliography** of the resources you have researched for this assessment

3. Assessment Task:

On the day of the examination you will be asked four unseen questions, THREE questions worth 5 marks each and ONE –15 marks. In collating your research, you should be able to refer to the specific group whose ideologies, values and behaviours are currently perceived as not conforming to the wider society and how they may influence others and lead to social change. You should also consider the micro, meso and macro dimensions of this social conformity and non-conformity. To get you started, a number of resources and/or sites are listed below but you may choose to go beyond these.



Proud Boys participating in a neo-Confederate protest in Pittsboro, North Carolina. Source: Wikimedia Commons

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Marking Criteria Notes

Knowledge and understanding of content

1	2	3	4	5
Notes demonstrate basic knowledge of relevant content areas (H3, H5)	Notes demonstrate limited knowledge of relevant content areas. (H3, H5)	Notes demonstrate some knowledge of relevant content areas. (H3, H5)	Notes demonstrate detailed knowledge of relevant content areas (H3, H5)	Notes demonstrate comprehensive and detailed knowledge of relevant content areas (H3, H5)

Application and evaluation of social and cultural research methods

1	2	3	4	5
Notes demonstrates basic application observation and secondary research when analysing factors that influence conformity and obedience. (H8)	Notes demonstrates limited application of observation and secondary research when analysing factors that influence conformity and obedience. (H8)	Notes demonstrates some application of observation and secondary research when analysing factors that influence conformity and obedience. (H8)	Notes demonstrates extensive understanding and application observation and secondary research when analysing factors that influence conformity and obedience. (H8)	Notes demonstrates extensive understanding and application observation and secondary research when analysing factors that influence conformity and obedience. (H8)

Communication of conceptual understanding in appropriate forms

1	2	3	4	5
Notes present basic structure through simple statements. Limited or no of concepts and course language. (H9, H10)	Notes demonstrate some structure supported by relevant information integration of concepts and course language. (H9, H10)	Notes are well structured supported by relevant and accurate information, integration of concepts and complex course language. (H9, H10)	Notes are organised and well-structured supported by relevant and accurate information, integration of concepts and complex course language. (H9, H10)	Notes are logically organised and well-structured supported by relevant and accurate information, integration of concepts and complex course language. (H9, H10)

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General Instructions

- Reading time – 5 minutes
- Working time – 50 minutes
- Write using blue or black pen
- A non-serious attempt will result in a NESA warning letter

Total marks: 30

Section I – 30 marks

- Attempt the question
- Allow about 50 minutes for this section

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— End of Assessment—

Social Conformity and Non-Conformity – Marking criteria

Question 1

Criteria	Mark
<ul style="list-style-type: none"> Clearly explains how a contemporary issue associated with social conformity or nonconformity can be examined using observation Presents a well-organised response that applies relevant contemporary example/s Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Explains how a contemporary issue associated with social conformity or nonconformity can be examined using observation Presents an organised response that uses contemporary example/s Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Refers to a contemporary issue and/or observation May mention course concepts 	1

Question 2

Criteria	Mark
<ul style="list-style-type: none"> Clearly explains how norms determine the boundaries of appropriate and inappropriate behaviour for ONE Group Presents a well-organised response that applies relevant contemporary example/s Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Describes how norms determine the boundaries of appropriate and inappropriate behaviour for ONE Group Presents an organised response that uses contemporary example/s Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Refers to nonconformity and/or ONE Group May mention course concepts 	1

Question 3

Criteria	Mark
<ul style="list-style-type: none"> Clearly outlines the social costs and benefits of nonconformity for ONE Group. Presents a well-organised response that applies relevant contemporary example/s Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Outlines the social costs and benefits of nonconformity for ONE Groups Presents an organised response that uses contemporary example/s Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Refers to nonconformity and /or costs and benefits May mention course concepts 	1

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Social Conformity and Non-Conformity – Marking criteria

Question 4

Criteria	Mark
<ul style="list-style-type: none"> Clearly analyses how ideologies, values and behaviours of ONE subcultural group currently perceived as not conforming to the wider society may influence others and lead to social change Supports the response with a wide range of detailed and accurate information and effectively integrates appropriate examples throughout Presents a sustained, logical and cohesive response Effectively applies the course concepts and language 	13–15
<ul style="list-style-type: none"> Analyses how ideologies, values and behaviours of ONE subcultural group currently perceived as not conforming to the wider society may influence others and lead to social change Supports the response with detailed and accurate information and integrates examples Presents a logical and cohesive response Applies relevant course concepts and language 	10–12
<ul style="list-style-type: none"> Explains how ideologies, values and behaviours of ONE subcultural group currently perceived as not conforming to the wider society may influence others and lead to social change Supports the response with relevant information and uses example(s) Presents an organised response using some course concepts and language 	7–9
<ul style="list-style-type: none"> Describes or clearly outlines how ideologies, values and behaviours of ONE subcultural group currently perceived as not conforming to the wider society may influence others and lead to social change Uses some course concepts and language May use example(s) 	4–6
<ul style="list-style-type: none"> Mentions ideologies and/or values May use course concepts 	1–3