The Journal of the Society and Culture Association

CULTURESCOPE

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2020

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LETTER FROM THE EDITORS

CultureScope, Vol 120, 2020

Welcome to the final edition of CultureScope for 2020. Volume 120 we hope continues to provide ongoing support for members facilitating high quality learning experiences across a range of remote and face-to-face platforms due to Covid-19. As we continue to navigate this new and transformed education landscape, we hope that CultureScope continues to be a supportive resource for teachers and a source of inspiration for classrooms across NSW. A huge thank you to all that have contributed to CultureScope for 2020. Your generosity in sharing your knowledge and resources at this time has been invaluable to many classroom teachers who are adapting and creating resources in schools, often as the only expert teacher of this wonderful subject.

We have endeavoured to curate this Edition of CultureScope in a way that supplements the many other resources that the Association Committee have put together this year. Throughout 2020, we have adjusted our delivery of a suite of professional development opportunities and resources, and continue to look for ways of providing equitable and in many cases free access to these. Just in case you have missed any, below is a list of resources and professional development opportunities that have been provided to members via the association website, facebook pages and various other online conferencing platforms.

- **Advice for students and teachers during COVID-19:** https://sca.nsw.edu.au/index.php/covid-19-updates/ use this tab on our website to access student and teacher support material about primary research and the PIP during COVID-19; strategies to amend research processes and additional resources.
- **Free Year 11 Yearly Exam for members:** distributed directly to members and member schools to support teachers in the design and implementation of a rigorous Year 11 yearly examination and marking criteria.
- **'Keep on PIPing':** ZOOM conferencing with Committee members throughout Term 2 was aimed at addressing key concerns and reasonable adjustments which can be made to ensure that students were best able to continue their social research and complete their Personal Interest Projects. These were scheduled for Weeks 3, 5, 7 and 9 of Term 2. These sessions have also been recorded and uploaded to the members section of the website.
- **Transformation of study Study Day with the provision of the Exam Blitz:** a series of high quality professional video lectures and resources to be used with students to support their preparation for their HSC trials and final examinations. The resources (five videos and student workbook) were available for purchase and released to schools on Friday 12th June 2020.
- **'A taste of…':** registered professional learning sessions to support teaching the CORE country study. Registered (1 hour) PL sessions (via ZOOM) during Term 4, 2020, related to different country studies within the HSC CORE. Please see the schedule on the attached promotional poster via email to members (6th Nov) or on the SAC Association Facebook Page. Use the QR code on the poster, or the url: https://forms.gle/UqcDEdZivTC1FyBq7 to register your interest in these sessions. Country studies on offer include Japan, Rwanda, China, Afghanistan, Timor Leste, India and Vietnam, as well as a session about examination questions related to the CORE country study. Sessions will be recorded and available within the member's section of our website at the beginning of Term 1, 2021. "Live" sessions are available to all teachers of Society and Culture (limit of 60 participants per session)

LETTER FROM THE EDITORS

- **Let's Get PIPping:** As we are unable to hold a PIP Day for the HSC 2021 cohort a series of videos and resources from past PIP Days will be available on the open access section of the website from Week 4, Term 4. NEW Videos addressing specific steps of the research process are currently being recorded and will be available to members only via the members section of the website towards the end of Term 4, 2020. Continued access will be available with your 2021 association membership.

In Vol 120 a selection of resource articles, teaching and learning materials and assessment has been created and shared by our very generous colleagues and members. The submissions were selected to represent the range of potential study options offered across the Preliminary and HSC courses and include Assessment tasks, worksheets/handouts, research tasks, literacy tasks, Teaching and Learning Activities and scope & sequence documentation. They each recognise the creativity and collegiality of the teachers who have generously contributed them.

This journal is not possible without generous contributions from our teachers. All submissions to CultureScope are considered and the editors work openly with all contributors to publish the entries.

CultureScope is seeking contributions for publication for 2021 volumes. We welcome a variety of classroom activities, articles, assessment tasks, programs and teacher reflections.

For each submission please ensure you:

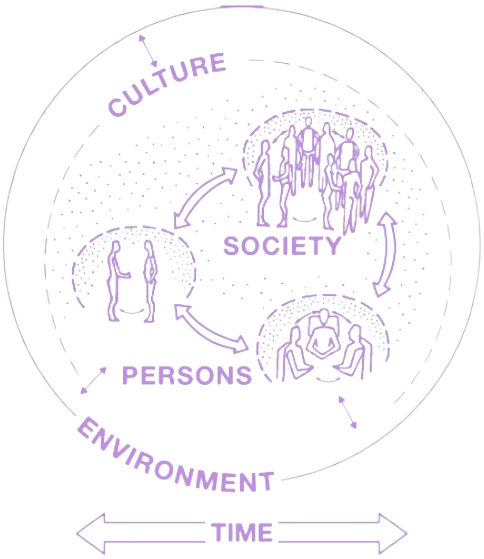
- Provide your name, address and school details within the email
- Please ensure that the resource has not been shared on public platforms such as Facebook.
- Please ensure references are used throughout (if relevant) and links are included (if relevant)
- If it is an assessment task, please provide a marking guideline/suggested answers
- Email attachment to info@sca.nsw.edu.au with the subject 'CultureScope submission'

Benefits

You will be paid $$$$ for your submission. For accreditation and ongoing maintenance, a published journal article counts for 2 hours (Teacher Identified).

Any other suggestions for resources in future editions are welcome.

Warm regards,
CultureScope Co-editors
Emily Aitken & Amanda Newell



NOTES FROM THE PRESIDENT LOUISE DARK

(presented at the Society and Culture Association of NSW Annual General Meeting – 21st October 2020)

The SCA Committee of 2020 has demonstrated continuous dedication in promoting the subject while also supporting the teaching and learning of Society and Culture in NSW. I feel very privileged to take this opportunity to recap the challenges and successes of 2020.

At our 2020 Planning Day in December last year, our focus was to:

a. Consider how to provide services to further benefit members

b. Develop the application and review process for the Dr. David Dufty Award for excellence in teaching and learning in Society and Culture

c. Maintain our reputation of providing quality PL and student days through the development of 2 x PD days and 2 x student days

d. Develop responses to the NSW Draft Curriculum

e. Develop and refine our strategic plan

And then... COVID! It is a testament to the SCA Committee that not only were we able to achieve many of the goals laid out at the Planning Day, but respond quickly and with great insight and initiative to a rapidly changing situation.

In 2020, the Committee conducted the following events:

- Celebration of HSC outstanding achievements at the Society and Culture Awards on the 21st February 2020 and additionally, the presentation of the inaugural Dr. David Dufty award for excellence in teaching and learning in Society and Culture.
- "Hooked on Society and Culture" accredited PD held in February at the State Library of NSW
- COVID then required us to adapt quickly, modifying plans for HSC Study Day, August PD and Term 4 PIP day alongside working together to establish ways to best support teachers and students impacted by learning online.
- The "Keep on PIPping" online sessions for teachers and associated resources held across Term 2 were extremely well received.
- We were also fortunate to have recorded a series of videos earlier in 2020 related to aspects of the PIP that could then be added to support PIP resources. These were incredibly timely – and will also be collated as part of our 'let's get PIPPING plan' for 2021.
- Exam Blitz was our rebranded version of the HSC Study Day, with over 60 schools purchasing resources to support students in the approach to their final exams this term.
- During Term 4, we plan to record further videos to support our 'let's get PIPPING plan' for 2021, while also supporting teacher PL regarding country studies within the CORE.

All presenters involved in these events must be congratulated for their highly organised and well developed lectures. Resources generated are utilised in classrooms all over NSW.

NOTES FROM THE PRESIDENT

The success of the committee is also reliant on the relationships we build with other organisations.

- The State Library of NSW continues to be the home of our meritorious PIP's. The Committee see it as very important to work in partnership with the educational consultants within the State Library.
- The services of the REDBACK team, who diligently film our events and provide professional quality editing.
- Professional Teacher's Council of NSW for their support and advocating of teaching associations within NSW. Their assistance with administration has also increased our membership over 2020, while reliving Committee members to provide new initiatives, such as the Preliminary exam paper and criteria.

Behind the scenes:

- The Society and Culture Association publishes a journal to its members 3 times per year. This journal is a collection of classroom resources, assessment tasks, and reviews by professionals. It takes a significant amount of time to co-ordinate; components such as; the graphic design, tweaking the layout, adding syllabus dot points and generally transferring someone's idea into a classroom resource.
- Dear Pippa is also an area of the committee that is unseen but is an incredibly valuable (and also time consuming role) Dear PIPPA responded to at least 150 emails in Term 4 alone, and up to 500 across 2020. We know that students who access this service are truly getting a "trusted voice".
- The work of the examination sub-Committee in developing quality examination materials as a member perk was incredibly well-received.

President's personal acknowledgements

We take this volunteer role on to support our fellow colleagues and to ensure the integrity of the subject for years to come. We are, as we were in 2019, still in a potentially serious situation while awaiting the final outcomes of the NSW curriculum review and it is vital that we have an active and large voice to advocate for this exceptional subject.

Many Committee members have fulfilled administrative roles that are a great support to the effective functioning of the Association, such as the organisation of events, applications for accreditation and website management and troubleshooting.

With these things in mind (and others!) I'd like to acknowledge the services of the 2020 Committee and thank them for the countless hours they have contributed. The Committee has worked tirelessly in a difficult year, supporting others while also attempting to have a work/life balance and attain professional goals within their own school contexts. I look forward to reflecting on our 2020 Planning goals with the 2021 Committee in December, reviewing and refining these while considering out member needs.

LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

Preliminary: Society and Cultural World

Katherine Dzida,Figtree High School

Syllabus Links

An overview of the multicultural and hybrid nature of societies and cultures

Students will apply each of the fundamental concepts to TWO of the following:

- school
- family
- the media
- a group of which a student is a member

Syllabus Outcomes

P1 identifies and applies social and cultural concepts

P3 identifies and describes relationships and interactions within and between social and cultural groups

P9 uses appropriate course language and concepts suitable for different audiences and contexts

P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Relevant concepts

Society, Culture, Persons, Environment, Time, Gender, Power, Authority, Identity, Technologies, Globalisation

Rationale

The following resource was submitted by Katherine Dzida as part of her Dr. David Dufty (AM) Award for Excellence in Teaching and Learning in Society and Culture nomination for 2019 and is useful for beginning teachers, experienced teachers and students. For beginning teachers, the resource effectively models how a Society and Culture lesson could be sequenced, applying a range of teaching and learning strategies. One of the strengths of the lesson plan is that it highlights the inherently conceptual and contemporary nature of Society and Culture. i.e. these two elements are not 'add on' components of a learning experience. They are essential in building student capacity and Social and Cultural Literacy. For more experienced teachers, the resource provides elements of contemporary stimulus that can be integrated into current teaching and learning programs. For both beginning and experienced teachers, the resource helps model the importance of student feedback and ongoing evaluation of the effectiveness of teaching and learning to ensure future learning experiences cater to diverse student needs. The sample worksheet is ideal in providing links to the relevant stimulus and a scaffold for students where required.

LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

Sample Lesson Plan

Year Level: 11 **Subject: Society and Culture** **Topic: The Social and Cultural World**

Lesson Objectives/Learning Intentions

As a result of this lesson, students will be able to:

- *Identify examples of course concepts*
- *Explain how contemporary examples link to the course concepts*
- *Explain the differences between concepts and their examples; such as power and authority*

Syllabus links:

An overview of the multicultural and hybrid nature of societies and cultures

Students will apply each of the fundamental concepts to TWO of the following:

- school
- family
- **the media**
- a group of which the student is a member

Links to Australian Professional Standards:

2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities

This lesson focuses on the fundamental and additional course concepts and is from the Preliminary course topic: The Social and Cultural World. The lesson involves the examination of a stimulus from the contemporary media and requires students to identify and apply the concepts to a particular scenario. See teacher reflection and evaluation for further discussion of the Australian Professional Standards for Teachers.

3.4.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking

This lesson focuses on specific high impact teaching strategies such as structuring lessons, setting goals, questioning and explicit teaching. The lesson includes clear steps with transitions with a focus on meaningful student learning that allows students the opportunity to develop knowledge and critical thinking skills. See teacher reflection and evaluation for further discussion of the Australian Professional Standards for Teachers.

LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

Lesson Sequence

Time	Introduction	Resources
5–10min	***Teaching Strategy – Setting goals*** Use questioning techniques to assess prior knowledge such as; How many fundamental concepts are there? What are they? Who can provide a definition of the fundamental concepts? What are the additional course concepts? Establish learning intentions for the lesson which are based on the lesson objectives above. Explain to students that today's activity will focus on *understanding and applying course concepts using a stimulus from the contemporary media that examines Australia Day.* Students are provided with some time to develop individual learning goals based on the intentions for the lesson.	
5–10min	**LESSON STEPS** ***Teaching Strategy – Questioning*** Facilitate classroom discussion using the questions below as prompts. Engage students in a dialogue and extend their thinking by prompting them to justify responses. Model acceptance of ideas and value different contributions. Key Discussion Questions: Australia Day – What is Australia Day? – When is it celebrated? – Did you celebrate Australia Day? If so, how? – Why is it celebrated? – How can Australia Day link to both cooperation and conflict? – Can you find any links to the course concepts in Australia Day? – Which concepts seem more obvious in Australia Day than others? – Have you noticed increased discussion and debate regarding Australia Day in the media during January each year?	
30min	***Teaching Strategy – Explicit Teaching*** Explain to students that today's activity will examine a media advertisement that uses Australia Day as its central premise. It uses humour to emphasise elements of contemporary Australian culture. This advertisement will be the stimulus we will use to identify and apply the course concepts. Hand out the worksheet and read aloud, emphasising the conceptual nature of Society and Culture. Point out to students the structure of the activity reinforces the fundamental and additional course concepts.	

LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

	Teaching Strategy – Explicit Teaching (continued) View the advertisement online using the classroom computer and data projector. Allow students to view the advertisement in full the first time, then a second time and stop/start to discuss and answer questions to clarify understanding. Scaffold the first two questions on the whiteboard for students and provide a worked example to guide students and unpack the process of applying concepts. Allow students sufficient time to complete Activity 1 on the worksheet and practice their application of course concepts. Guide student practice by monitoring their work and provide assistance when required. Invite students to share their answers in a class discussion. Provide teacher feedback and feedforward where necessary. Complete Activity 2 on the worksheet. Students are to read the additional news articles and complete the questions to extend their learning and consolidate their understanding of the concepts. Engage in classroom discussion where answers are shared, and teacher feedback and feedforward are provided where necessary. Set homework activity – View an Australia Day Lamb ad from another year and make notes on each of the fundamental and additional course concepts in the advertisement. Next lesson you'll be involved in a jigsaw activity and will work in groups on an activity based on your choice of advertisement.	Australia Day Lamb Ad worksheet Computer and data projector Hand out both sets of news articles or provide electronic links to them
5min	**Lesson Closure** Review the lesson objectives and discuss progress. Remind students of homework. Students create an 'exit pass' on post it notes and leave on white board with initials on the back – What were my learning goals? – Which goals do I think I achieved today? – Which goals do I still need to meet? Teacher collects the exit passes and records student progress to indicate areas of improvement in teaching and learning. **Transition:** *(What needs to happen prior to the next lesson?)* Remind students of homework **Links to Assessment:** Formative – Regular pop quiz conducted in class in the future – test understanding of definitions of course concepts and application of concepts to scenarios. Summative – 'Mini-PIP' research task based on Australia Day	Hand out post-it notes for exit pass

LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

TEACHER SELF-REFLECTION AND SELF-EVALUATION

This lesson is designed to be conducted early in the Preliminary course and is used to assist in the consolidation of student learning. This activity primarily focuses on the course concepts and requires students to identify and apply the fundamental and additional course concepts to a stimulus, which was in this case an Australia Day advertisement (Standard Descriptor 2.1.2). This class is a mixed ability class and the lesson was designed to cater for all students of differing abilities. Using a variety of teaching strategies (Standard Descriptor 3.4.2) such as setting goals allows for clear learning intentions that explain what students need to understand and what they must be able to do in order to fulfil the syllabus requirements of the Society and Culture course. It demonstrates a purpose for the knowledge acquired and makes clear links to the syllabus. As a regular teaching strategy utilised in the classroom, it fosters a culture of self-regulation and self-belief. The use of structured lessons as a teaching strategy (Standard Descriptor 3.4.2) helps map out the lesson by using clear steps and transitions between those steps. Structured lessons provide clear connections between learning goals, class activities and future assessment tasks. It enables routines to develop where students understand the steps involved in learning. Within this strategy, the use of questioning and explicit teaching (Standard Descriptor 2.1.2) are effective in providing deep knowledge and understanding that is required when examining course concepts and their application. Explicit teaching provides direct instruction that involves scaffolds and worked examples which were both used in this lesson. Questioning as a teaching strategy was effective in engaging students to think deeper, refine their understanding and is a forum to provide feedback and feedforward, not only from the teacher but amongst the students themselves.

The students were actively engaged during the lesson and there was strong participation during the Introductory discussion where prior knowledge was assessed and also during the questioning activity where engaging dialogue of Australia Day was discussed. The use of a stimulus from the media allowed students to engage with the material and suited a range of learning approaches – particularly visual learners who were able to identify the relationship between the course concepts and their application to a particular scenario. I have delivered this lesson in previous years and have adapted and refined it to include a future focus and a continuity/change focus which is explored in the lesson that follows this (Standard Descriptor 2.1.2). The strength of this lesson is its links to concepts and the assessment tasks – both informal and formal. Informal assessment tasks are used in a formative approach to assist my teaching and provide regular feedback for student learning and the formal summative task requires students to engage in research and report writing about an element of Australia Day – thus making links and connections to lessons such as this one. Some students did find parts of the activity challenging, particularly the written questions in Activity 2 of the worksheet. On reflection, further scaffolding and guidance for students is required in future. Reinforcing the use of writing strategies such as TEEL/PEEL may assist in this process.

LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

STUDENT EVALUATION 1

1. Was the activity engaging/ interesting?

The activity was very engaging and interesting, it allowed me as a student to analyse cultural conformities and irony's that I am exposed to everyday. The questions that the activity incorporated required every SAC student to apply key and course concepts to a standard display of culture.

2. Does the activity link to the syllabus and course concepts?

The activity certainly linked to both the syllabus and course concepts. The course concepts of persons, culture, society and environment were all highlighted through the dialogue of the featured ad and emphasized in the questions. Equally included in the activity were the additional course concepts of power, authority, globalisation, gender, technologies and identity. The activity evidentially linked to the syllabus, especially to the points of personal and social identity and the nature of the social and cultural world.

3. How well does the activity link to the course concepts?

The activity links extremely well to the course concepts through the perpetuation of society through the targeting questions in addition with the featured advertisement. It assisted me as a SAC student in applying the fundamental and additional course concepts to everyday life and Australian culture through the key emphasis on the course concepts.

4. Any additional feedback?

- This activity is easily adaptable
- It suits students of all academic abilities as it allows the student to critically analyse while also applying the course concepts and syllabus dot points to contemporary events and media.

STUDENT EVALUATION 2

1. Was the activity engaging/ interesting?

It was an engaging and interesting activity, as you could watch videos with well-known people that still related to the society and culture concepts.

2. Does the activity link to the syllabus and course concepts?

It linked to the syllabus thoroughly and it was very clear what we were instructed to do.

3. How well does the activity link to the course concepts?

It strongly links to the fundamental concepts such as time and place as well as the additional concepts of globalisation and technology as it presents the views of different countries and how it has spread through technologies such as YouTube

4. Any additional feedback?

This activity allowed me to understand how the SAC concepts are used in everyday society.

LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

Student Worksheet

An Introduction to the SAC Course Concepts

This first section of the Society and Culture course is designed for students to learn the conceptual approach and language of Society and Culture. By adopting this conceptual approach and language, it enables students to begin the process of developing Social and Cultural Literacy. Social and Cultural Literacy is at the very heart of the Society and Culture course and is a developmental process which:

> "…requires the student to synthesise personal experience and public knowledge at the micro, meso and macro levels of society. Social and cultural literacy refers to the idea that people should possess a body of knowledge, understanding and skills that allows them to share, communicate effectively, and respect themselves and others."
>
> (*Society and Culture Syllabus,* (2013), NESA, p.24)

SAC is different from many subjects that you have engaged with in both the junior and senior curriculum as it has concepts that you need to understand. Once a concept is learned you need to be able to apply it as much as possible right up to the HSC exam. Once you identify an issue, you should be able to describe, explain and deconstruct it using the concepts.

Activity 1 – Identifying SAC concepts in the contemporary media

Australia Day Lamb Advertisement (2016), by Meat and Livestock Australia

Click on the following link, view the advertisement and complete the questions below:
https://youtu.be/7i15OPuFvmA

Thinking conceptually…

> **Persons**: Every person is a unique individual who develops in a social and environmental setting in which he or she is influenced by, and interacts with, other persons and groups. Communication, the sharing of values and beliefs, and cooperation are major interactions. The identity achieved by each individual is the result of interactions at the micro, meso and macro levels of society.
>
> *(Society and Culture Syllabus, (2013), NESA, p.15)*

1. Identify influential persons within this advertisement.

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> **Society:** Society is made up of people, groups, networks, institutions, organisations and systems. These aspects of society may include local, national, regional and international patterns of relationships and organisation. People belong to informal and formal groups, and within and between these groups there are patterns of interactions that contribute to unique cultures.
>
> (*Society and Culture Syllabus,* (2013), NESA, p.15)

LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

2. Which elements of 'society' are identified in the advertisement?

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Culture: Culture refers to the shared knowledge, attitudes and behaviours that give each society its coherence, identity and distinctive way of life. Culture is demonstrated by the beliefs, customs, values, norms, rules, laws, governance, arts, technologies and artefacts that people generate and use as they interpret meaning from their world and solve present and future problems. Culture is dynamic and undergoes change, and is therefore not static.

(*Society and Culture Syllabus,* (2013), NESA, p.16)

3. What aspects of each culture or subculture are used to depict each society (groups of persons) in the advertisement?

_____

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4. What common beliefs are represented to be shared amongst Australians within the advertisement?

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_____

Environment: Every society is located in a particular physical setting and interacts with its environment. The attitudes and values that people have in regard to their environment greatly affect interactions between persons, society, culture and the environment. Unique culture is generated from the interactions with the immediate environment. Different locations and their environments – including urban, rural, coastal, inland and isolated – present societies and their cultures with both opportunities and constraints.

(*Society and Culture Syllabus,* (2013), NESA, p.16)

LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

5. Identify the different physical settings in the advertisement. What do these environments say about Australian culture?

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Time: Every person, society, culture and environment is located in a period of time and is changing with time. Time can be examined as past, present and future. Our perceptions of time are drawn from past events and these influence our ideas about the present. These perceptions need not, however, determine possible ideas of a future. The concept of time is best studied in context – last century, this century, and pre- and post-events – or as a particular decade. Time is studied in relation to continuity and change.

(*Society and Culture Syllabus,* (2013), NESA, p.16)

6. How has the public acknowledgement of Australia Day changed over time?

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Power: Power is the ability or capacity to influence or persuade others to a point of view or action to which they may not always agree. Exercising power is important in initiating or preventing change. (*Society and Culture Syllabus,* (2013), NESA, p.17)

7. How persuasive is this advertisement in its attempt to sell its product?

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LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

Authority: Authority is linked to power and the right to make decisions and to determine, adjudicate or settle issues and disputes in society. Authority is best understood as the legitimate use of power. The use of authority is important in the process of decision-making and in initiating change and maintaining continuity.

(*Society and Culture Syllabus,* (2013), NESA, p.17)

8. Under whose authority is Operation Boomerang taking place?

_____

_____

_____

_____

Gender: Gender refers to the socially constructed differences between females and males. Social life – including family life, roles, work, behaviour and other activities – is organised around the dimensions of this difference. Gender also refers to the cultural ideals, identities and stereotypes of masculinity and femininity and the sexual division of labour in institutions and organisations. Gender reflects the value a society places on these social constructs, which are particular and unique to a society.

(*Society and Culture Syllabus,* (2013), NESA, p.17)

9. What role does Lee Lin Chin play in this advertisement?

_____

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10. Is there any evidence in the advertisement to suggest that society places different values and expectations on each gender?

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LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

Technologies: The term 'technologies' refers to all the tools that we use to assist our interactions in society. Technologies can lead to innovation and can initiate change to micro, meso and macro operations in society. The value placed on technologies at any level of society influences the rate of change to society and culture. Technologies are constantly changing and adapting and their impact varies over time. Communication-based technologies facilitate the interaction between the micro, meso and macro levels of society.

(*Society and Culture Syllabus,* (2013), NESA, p.17)

11. This advertisement has had 2.5 million views on YouTube where the entire ad runs for 2 minutes as opposed to the TV version of 30 seconds. How does the use of multiple technologies increase its success?

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Globalisation: Globalisation is the process of integration and sharing of goods, capital, labour, services, knowledge, leisure, sport, ideas and culture between countries. Globalisation is evidenced in the emergence of global patterns of consumption and consumerism; the growth of transnational corporations; global sport; the spread of world tourism; and the growth of global military and economic systems. Globalisation is assisted by technologies and media integration, resulting in an increasing consciousness of the world as a single place.

(*Society and Culture Syllabus,* (2013), NESA, p.17)

12. Explain how the processes of globalisation are evident within this advertisement?

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Identity: Identity refers to the sense of self and can be viewed from a personal, social and cultural level. Identity is formed over a period of time and is the result of interactions at the micro, meso and macro levels of society. An identity has dimensions or layers that create a sense of inclusion in a group or culture. Contributing factors to one's identity may be gender, sexuality, family, class, ethnicity, beliefs, social status, group membership and national pride.

(*Society and Culture Syllabus,* (2013), NESA, p.17)

LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

13. In what ways, are 'ordinary Australians' able to relate to this advertisement?

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Other relevant SAC concepts

Multiculturalism: An approach to cultural diversity in society that promotes the view that cultural difference should be respected and even encouraged and supported. Multiculturalism is premised on the belief that different cultural groups can live together harmoniously, each contributing to an enriching of the whole society.

Society and Culture Syllabus, (2013), NESA, p.55)

14. Can you identify any elements of multiculturalism within this advertisement?

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Hybrid society: A society that comprises a range of social and cultural influences and components, rather than having a homogenous identity.

(*Society and Culture Syllabus,* (2013), NESA, p.55)

15. In what ways is Australia a hybrid society? Use evidence from this advertisement to support your answer.

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LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

Activity 2 – Differentiating between the concepts of power and authority in the media

Click on the following links to access the articles below: **'Operation Boomerang: Anti-vegan Australia Day lamb ad featuring Lee Lin Chin gets the all clear',** by Marissa Calligeros, *Sydney Morning Herald*, (20/01/16)

https://www.smh.com.au/entertainment/operation-boomerang-antivegan-australia-day-lamb-ad-featuring-lee-lin-chin-gets-the-allclear-20160120-gm9yqm.html

'Lee Lin Chin's Australia Day 'Lambassador' Role Undermines Public Broadcaster', by Jordan Sosnowski, *New Matilda- Media and Culture*, (23/01/16)

https://newmatilda.com/2016/01/23/lee-lin-chins-lambassador-role-undermines-public-broadcaster/

1. Provide an example of power in the SMH article. Provide an example of authority in the same article. Explain the differences between the two examples?

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2. How does the New Matilda article offer a different perspective of the role that Lee Lin Chin plays in the advertisement?

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3. What point does the New Matilda article make regarding the power and authority that Lee Lin Chin has as a journalist? Is this valid?

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SOCIAL & CULTURAL WORLD ASSESSMENT TASK

Preliminary: Social & Cultural World

Mandy Webb, North Sydney Girls High School

Syllabus Content

Examine at least TWO contemporary issues within society, using ONE appropriate research method drawn from:

- content analysis of the media
- questionnaire (short)
- secondary research

Related concepts

Media; Public Knowledge; Primary Research, Micro, Meso, Macro Level.

Syllabus Outcomes

H1 evaluates and effectively applies social and cultural concepts

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

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 Preliminary assessment task is an innovative approach to facilitating student development of primary research skills, namely the application and analysis of a content analysis. This assessment is also a great demonstration of how contemporary issues can be leveraged to maximise engagement within a Year 11 classroom. There is also flexibility to change the focus of the task to meet the needs of your own class and context. The task also includes well structured marking criteria and opportunities for structured and constructive feedback to students in order to support achievement of learning goals.

SOCIAL & CULTURAL WORLD – ASSESSMENT TASK

Assessment Task Notification
HSIE

Social and Cultural World				
Task No.	**Date Issued**	**Date Due**	**Weighting**	**Total Marks**
				25

Submission / Task Instructions

- Your task must be submitted to your classroom teacher during your scheduled lesson time.
- Your task is to be submitted as a hard copy.
- A Declaration of Authenticity must be signed by you and be submitted with your completed assessment task.

Outcomes Being Assessed

H1 evaluates and effectively applies social and cultural concepts

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

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

Context For The Task

This assessment task will require students to analyse a contemporary issue using the method of content analysis. Students will then use this data to respond to a question within an written response task that will show their understanding of that issue with respect to their evolving social and cultural world.

SOCIAL & CULTURAL WORLD – ASSESSMENT TASK

The Task

Part A (10 marks):

You are to visit EIGHT different news media websites.
Please nominate from the list here:

- Sydney Morning Herald
- ABC news
- The Guardian
- The Daily Telegraph
- The Age
- The Examiner
- Herald Sun
- Crikey
- Mamamia
- Buzzfeed.com/tag/Australia
- The Conversation

You will be monitoring the reporting on the COVID-19 by Australia new outlets. You will be looking for trends in the media's reporting of the virus that will allow you to write a response to the question:

Examine the role of the media in creating and sharing public knowledge on the COVID-19 in 2020.

You will need to nominate FOUR things to detect and record across all of the different websites.
You may select from the following:

- Alarmist words
- Emotive words
- Close-up shots
- Expert opinions
- Data predictions
- Comparison images
- Members of parliament
- References to WHO or other world organisations
- Exclamation marks
- Question marks
- Quotes from the public
- References to Centrelink
- References to the 'public section'
- The word 'jobs' or 'economy'
- 'Social Distancing'
- Your own choice

SOCIAL & CULTURAL WORLD – ASSESSMENT TASK

Then you will need to nominate a day to visit your eight websites. You may choose to use the home page of the website, or one specific article per website to conduct your content analysis on. Whichever you choose, you must remain consistent – you can't do a content analysis of some home pages and some articles, it has to be one or the other. You will then draw up a table like the one below and complete it using your analyses of each website. An example has been included for you.

Date	**Media Outlet**	**Unit of analysis/ Area 1** (eg alarmist words)	**Unit of analysis/ Area 2** (eg social distancing)	**Unit of analysis/ Area 3** (eg question marks)	**Unit of analysis/ Area 4** (eg close-up shots)	**Related Concepts** (Fundamental and Related for SCW)	**Micro/ Meso/ Macro Implications**
25/3	*ABC News*	*Crisis IIIII* *Pandemic IIIII IIIII IIIII I*	*IIIIII (6 mentions)*	*39 (across 91 headlines)*	*9 (faces and hands)*	*Persons, Environment, Citizens, Power & Authority*	*People feel their micro interactions have macro implications,* *Govt changing laws/rules for our micro lives*

Part B (15 marks):

You are to analyse and interpret the data from your content analysis table. Hopefully, by judging the frequency that certain words and images appear in the media you can start thinking about how the media is **creating** understanding (or panic) about the COVID-19 virus, and whether they are effectively **sharing** necessary information without bias. Also think about how there is a significant interaction between our **micro** worlds and the **macro** world right now, and how **meso** level institutions managing pressure coming from the macro and micro worlds. Draft some preliminary judgements on the role of the media in our current COVID-19 climate (these will not be marked).

Then, write a 700 word extended response to the following question:

> ***Examine the role of the media in creating and sharing public knowledge on the COVID 19 in 2020.***

Rubric

In your answers you will be assessed on how well you:

- demonstrate knowledge and understanding relevant to the question
- apply course concepts and terminology
- analyse and apply the findings from your content analysis to your response
- present a sustained, logical and cohesive response

SOCIAL & CULTURAL WORLD – ASSESSMENT TASK

Part A – Content Analysis Sheet (10)

• Presents content analysis for eight articles addressing four units of analysis/ areas • All categories are complete for each • Information is comprehensive, yet succinct • Shows deep understanding of course concepts	8–10
• Presents content analysis for most of the eight articles addressing most units of analysis/ areas • Most categories are complete for each example • Information is descriptive • Shows understanding of course concepts	6–7
• Presents content analysis some articles attempting some units of analysis/ areas • Most categories are complete for each example • Information is descriptive • Shows some understanding of course concepts	4–5
• May attempt one of components of the content analysis • Some categories are/mat be complete for each example • Information is basic or limited • May mention course concepts	1–3
Feedback	

Part B – Evaluation of content analysis (15)

• Demonstrates comprehensive use of content analysis data to inform judgements • Demonstrates a high level of understanding of the role of the media and implications on public knowledge • Makes informed judgement(s) observation data • Presents a sustained, logical and cohesive response • Effectively applies a range of concepts, language and appropriate examples	12-15
• Demonstrates use of content analysis data to inform judgements • Demonstrates understanding of the role of the media and implications on public knowledge • Makes informed judgement(s) observation data • Presents a logical and cohesive response • Applies a range of concepts, language and appropriate examples	8-11

SOCIAL & CULTURAL WORLD – ASSESSMENT TASK

• Demonstrates use of some content analysis data to inform judgements • Demonstrates a some understanding of the role of the media and/or implications on public knowledge • Attempts to makes judgement(s) about how cinematic features contribute to meaning • Presents a mostly logical response • Uses course concepts, language and may include examples	4–7
• Demonstrates limited use of content analysis data to inform judgements • Demonstrates a limited understanding of role of the media or public knowledge • May use course concepts, language and/or may include examples	1–3

Feedback

What I like about your work is…

And it would be even better if…

Because…

SELF-AWARENESS AND THE LOOKING GLASS SELF

Preliminary: Personal & Social Identity

Emily Aitken, Monte Sant' Angelo Mercy College, North Sydney

Syllabus Content

The nature of the development of personal and social identity

Students will develop knowledge and understanding of the nature of the development of personal and social identity through the study of:

- the development of personality, self-awareness and self-concept
- the development of identity and the social self

Syllabus Outcomes

P1 identifies and applies social and cultural concepts

P2 describes personal, social and cultural identity

Related concepts

Persons, Identity, the Self & Self-Concept

Rationale

The following activity explores Cooley's theory of the Looking Glass Self as an cognitive and sociocultural explanation for how individuals develop self-awareness and a sense of self. The theory is simple but often resonates with students currently developing a sense of self through a heightened sense of self awareness. It can be used as a standalone activity or alongside other materials, resources or tasks to develop a deeper understanding of the development of the self.

The Looking Glass Self is a theory by sociologist Charles Horton Cooley in 1902, examining the process by which individuals understand themselves through social interaction. At its core, it suggests that perceptions of the self, and indeed the development of self-awareness stems from a conscious perception of how one might be seen or perceived by others. Our perception of how others see us, while entirely subjective and likely inaccurate is still a powerful process of self-awareness which depicts society and social interactions as a 'mirror' from which we judge ourselves. His theory is interesting because it accounts for the role of others and society within the cognitive development of the self. While some might consider this theory to be somewhat 'outdated', students can challenge themselves to apply this theory to the development of self and self-awareness online and through Social Media.

Have students view the YouTube Clip from the Khan Academy about Cooley's Theory Linked here and complete the summary table on the theory linked below:
https://www.youtube.com/watch?v=bU0BQUa11ek

They also might like to extend themselves through the following additional readings and examples:

https://lesley.edu/article/perception-is-reality-the-looking-glass-self

https://socialsci.libretexts.org/Bookshelves/Sociology/Book%3A_Sociology_(Boundless)/04%3A_The_Role_of_Socialization/4.03%3A_Theories_of_Socialization/4.3B%3A_Cooley

https://www.psychologytoday.com/us/blog/de-stressing-disability/201901/through-the-looking-glass

SELF-AWARENESS AND THE LOOKING GLASS SELF

List the key features of Cooley's Theory	
According to this theory, how do we become self-aware?	
What are the problems with how people form a sense of self awareness? Give an example.	
In what ways might we consider identity and our sense of self to be a *social construct*?	
Does Self Awareness become more accurate over time? Why or why not?	
Apply this theory to explain the development of self-awareness online through Social Media	
Does this theory explain your progression to self-awareness? Why or why not?	

Practice Question (5 marks)

Explain the process by which individuals develop a sense of self awareness

RESPONSES TO COVID-19: THE INFLUENCE OF CULTURAL CONTEXT, SOCIAL NORMS AND SOCIAL CONTROL

Preliminary: Intercultural Communication

Amanda Newell, Clancy Catholic College, West Hoxton

Syllabus Links

How culture determines the ways individuals encode messages, what mediums they choose for transmitting them, and the ways messages are interpreted

- the role of communication in maintaining social relationships and social control

Relevant concepts

Society, Culture, Power, Authority, Social Norms

Unsplash image by Swarnavo Chakrabarti @_pseudonavo

Syllabus Outcomes

P1 identifies and applies social and cultural concepts

P3 identifies and describes relationships and interactions within and between social and cultural groups

P9 uses appropriate course language and concepts suitable for different audiences and contexts

Rationale

The following resource attempts to explore the role of culture in shaping the differing individual and group responses to Covid-19. As the Covid-19 pandemic and thereby the responses to it are continuing to evolve, this resource aims to encourage students to develop a 'critical eye' towards initial responses to Covid-19 during March – November 2020 and longer term implications. The importance to culture in shaping responses to Covid-19 are considered in relation to concepts such as social norms and social control. References and links to relevant resources are also provided to ensure access.

RESPONSES TO COVID-19: THE INFLUENCE OF CULTURAL CONTEXT, SOCIAL NORMS AND SOCIAL CONTROL

In 2020 the Covid-19 pandemic impacted upon the lives of billions of individuals and groups from around the world. Responses to the pandemic were diverse and varied. As society and culture students it is important to attempt to understand the role of 'culture' in shaping individual, group and governmental responses to the Covid-19 pandemic throughout 2020 and beyond.

1. View the following TEDEd video *What is coronavirus?* (5.15min) By Elizabeth Cox found at: https://ed.ted.com/lessons/what-is-a-coronavirus-elizabeth-cox#review

   What is Covid-19? How is Covid-19 spread?

2. As of October 2020, there have been over 43 million cases of Covid-19 globally according to the *World Health Organisation*. Research the current global statistics related to Covid-19 using *World Health Organisation* data found at: https://www.who.int/emergencies/diseases/novel-coronavirus-2019

   Record in your notes below:

   - the number of Covid-19 cases globally (take note of the date of the statistics)
   - the distribution of Covid-19 cases globally (i.e. in what countries are they located)
   - the distribution of Covid-19 deaths globally (i.e. in what countries are they located)

RESPONSES TO COVID-19: THE INFLUENCE OF CULTURAL CONTEXT, SOCIAL NORMS AND SOCIAL CONTROL

3. With no known vaccine for Covid-19 governments, groups and individuals are attempting to navigate their way through daily life 'living with the virus'. In the table below, create a brainstorm of all of the different ways communication and social exchange has *changed* as a result of Covid-19.

   e.g. rules around social distancing and behaviour, restrictions on regional and international travel etc.

4. From the list you created in Q3, consider how social relationships at micro and meso levels have been altered due to Covid-19. E.g. norms of affectionate behaviour such as hugging, kissing, holding hands.

Social Relationships: refer to the notion that all human interactions and interrelations are *shaped* by the values and norms of the social systems in which they occur.

(Adapted from: Sociology Guide – A Students Guide to Sociology (2016) located at: http://www.sociologyguide.com/social-change/)

RESPONSES TO COVID-19: THE INFLUENCE OF CULTURAL CONTEXT, SOCIAL NORMS AND SOCIAL CONTROL

5. From the list you created in Q3 consider the different ways people's thoughts, feelings, appearance and behaviours have been 'regulated' or 'controlled'. There are two broad categories of social control: formal and informal measures.

   Below the following definitions, record the different methods of formal and informal social controls during Covid-19 in Australia.

Formal Social Controls: are often considered as those social controls enforced by **authoritative structures** in society such as the government, usually in the form of laws or rules. Transgression of these laws or rules is usually met by some type of pre-defined punishment. E.g. fines, imprisonment etc. (Descriptions of both Formal and Informal Social Controls were adapted from: Kate Thompson, Emma Davidge, Marshall Leaver, Terry Lovat, Nicole Martirena, Phil Webster, *Society and Culture: Preliminary and HSC*, (Nelson Cengage Learning: Australia, 2015). p.90. *Sociology Guide- A Students Guide to Sociology* (2016) located at: http://www.sociologyguide.com/social-control/)	**Informal Social Controls:** are usually less obvious and involve individuals and groups attempting to exert power over others in accordance with societal norms, customs and values. Informal controls can involve both the rewarding and disapproving of behaviours through verbal and non-verbal communication. E.g. shouting, laughing, clapping, disapproving looks, physical exclusion etc. (Descriptions of both Formal and Informal Social Controls were adapted from: Kate Thompson, Emma Davidge, Marshall Leaver, Terry Lovat, Nicole Martirena, Phil Webster, *Society and Culture: Preliminary and HSC*, (Nelson Cengage Learning: Australia, 2015). p.90. *Sociology Guide- A Students Guide to Sociology* (2016) located at: http://www.sociologyguide.com/social-control/)
• Laws in some states of Australia to restrict movement of individuals from one place to another. E.g. Between NSW and WA	• Individuals 'frowning upon' or physically moving away from others who are not socially distanced.

RESPONSES TO COVID-19: THE INFLUENCE OF CULTURAL CONTEXT, SOCIAL NORMS AND SOCIAL CONTROL

6. The following questions aim to consider how different societies and cultures have responded to the pandemic of Covid-19 within the broader context of culture.

   Annotate the following syllabus definition of culture:

> Culture refers to the shared knowledge, attitudes and behaviours that give each society its coherence, identity and distinctive way of life. Culture is demonstrated by the beliefs, customs, values, norms, rules, laws, governance, arts, technologies and artefacts that people generate and use as they interpret meaning from their world and solve present and future problems. Culture is dynamic and undergoes change, and is therefore not static.
>
> (Source: NESA, *Society and Culture Syllabus,* (2013), p.16. Accessed at: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture
>
> (Adapted from: Sociology Guide - A Students Guide to Sociology (2016) located at: http://www.sociologyguide.com/social-change/)

View the following TED Talk 'The Secret Life of Social Norms' (2018) from Michele Gelfand PhD. Michele defines culture as "a fascinating puzzle that is omnipresent but invisible…distinctly human…produces cooperation…and a lot of conflict". Accessed at: https://ideas.ted.com/why-some-people-wear-masks-but-others-dont-a-look-at-the-psychology/

Consider Michele's opening statements and think about how they can enhance your understanding of the relationship between culture, thinking and behaviour of individuals and groups.

7. Using points from Michele's commentary, define the term social norms.

RESPONSES TO COVID-19: THE INFLUENCE OF CULTURAL CONTEXT, SOCIAL NORMS AND SOCIAL CONTROL

8. Individuals and groups adherence to social norms can be described as 'tight' or 'loose'. Use the space below to create an annotated diagram of the characteristics of 'tight' and 'loose' cultures.

9. Do you believe at a macro level, Australia can be described as having characteristics of a predominantly tight or loose culture? Give reasons for your answer.

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10. How do groups with strong social norms (tight cultures) respond to people or groups deviating from norms?

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11. How do groups with weaker social norms (loose cultures) respond to people or groups deviating from norms?

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RESPONSES TO COVID-19: THE INFLUENCE OF CULTURAL CONTEXT, SOCIAL NORMS AND SOCIAL CONTROL

12. Michele notes that a commonality between tight cultures is the presence of threats. These threats could be war, natural disasters etc. Explain how the threats of Covid-19 led to a tightening of Australian cultural and social norms during 2020.

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Think About: What steps were taken by federal and state governments to regulate communicative behaviours and social interactions? How did individuals and groups respond to non-conformity to these new regulations?

United Nations COVID-19 education poster. Source: Wikimedia Commons

In the next section you will consider Australians reactions to Covid-19 restrictions in the broader context of culture, social norms and social relationships. Read the article, 'How behavioural science can help us understand human behaviour during a pandemic' by Benjamin (Ben) Voyer, (09/09/20), *The Conversation*. Accessed at: https://theconversation.com/how-behavioural-science-can-help-us-understand-human-behaviour-during-a-pandemic-143028

13. Explain how macro level social norms have impacted on individuals reactions to the wearing of face masks in Australia? i.e. think of those who support the wearing of face masks and those who do not

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RESPONSES TO COVID-19: THE INFLUENCE OF CULTURAL CONTEXT, SOCIAL NORMS AND SOCIAL CONTROL

14. In what ways do you think social norms shifted in Australia during the Covid-19 pandemic?

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15. Do you believe there are any longer term shifts in Australian culture and social norms due to social controls imposed during the Covid-19 pandemic? i.e. think about how people greet each other, shopping habits, video conferencing etc.

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Social distancing message, Coles Supermarket Corinda QLD, May 2020.jpg. Source: Wikimedia Commons

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

HSC: Social Conformity & Nonconformity

Katherine Padovan, Westfields Sports High School, Fairfield West

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.

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

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)*
• *Keeping 1.5m distance* • *Wearing Face Masks* • *Utilising hand sanitiser* • *Shopping alone or in small groups (less than 5)*	• *Hand holding or other closer personal contact* • *Not wearing face masks* • *Not Utilising hand sanitiser* • *Congregating in large groups (5 or more)*

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

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:

a) analyse the ways their ideologies, values and behaviours are currently perceived as not conforming to the wider society

b) explain their groups norms, and what they determine to be acceptable and unacceptable behaviour

c) the social costs and benefits of nonconformity for their members and wider society

d) 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

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

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)

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

YEAR 12 SOCIETY AND CULTURE

ASSESSMENT TASK 3

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

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

Section I: Social Conformity and Nonconformity

25 marks
Attempt the question
Allow about 50 minutes for this section

- demonstrate knowledge and understanding relevant to the question
- apply course concepts and language appropriate to the Depth Study
- analyse relationships within and between social and cultural groups
- present a sustained, logical and cohesive response

Question 1: How can ONE contemporary issue associated with social conformity or nonconformity be examined using the research method of observation?
5 marks

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

Section I: Social Conformity and Nonconformity

Question 2: Explain the role of norms in determining the boundaries between 'appropriate' and 'inappropriate' behaviors for ONE group you have studied.
5 marks

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

Section I: Social Conformity and Nonconformity

Question 3 Outline the social costs and benefits of nonconformity for ONE group you have studied **5marks**

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HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

Section I: Social Conformity and Nonconformity

Question 4 Analyse the ways the 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. **15 marks**

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

Section I: Social Conformity and Nonconformity

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

Section I: Social Conformity and Nonconformity

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

— End of Assessment—

Social Conformity and Non-Conformity – Marking criteria

Question 1

Criteria	Mark
• 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
• 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
• Refers to a contemporary issue and/or observation • May mention course concepts	1

Question 2

Criteria	Mark
• 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
• 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
• Refers to nonconformity and/or ONE Group • May mention course concepts	1

Question 3

Criteria	Mark
• 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
• 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
• Refers to nonconformity and /or costs and benefits • May mention course concepts	1

HSC ASSESSMENT TASK – CONFORMITY & NONCONFORMITY

Social Conformity and Non-Conformity – Marking criteria

Question 4

Criteria	Mark
• 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**
• 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**
• 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**
• 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**
• Mentions ideologies and/or values • May use course concepts	**1–3**

HSC CORE & DEPTH STUDY WRITING GUIDE

HSC: Core & Depth Studies

Hannah Geraghty, Caringbah High School, Caringbah

Syllabus Links

Various syllabus dot points across both the HSC Core (Social and Cultural Continuity and Change) and Depth Studies

Syllabus Outcomes

H1 evaluates and effectively applies social and cultural concepts

H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

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

Relevant concepts

Please see relevant sections of the HSC Syllabus

Image source: Unsplash – Hannah Olinger@hannaholinger

Rationale

The following resource has been designed to assist HSC students in their written expression of understanding across both the HSC Core and Depth Studies (Belief Systems and Conformity/ Non-Conformity). The guide is a starting point, rather than being 'all inclusive'. It is hoped that teachers could use this writing guide below as a 'sample guide' for students in their class. From this point, students and teachers could use this document, the syllabus and their own knowledge and understanding to co-construct a class HSC 'writing guide'. The writing guide can be tailored to specific country/depth studies and examples (see below) whilst also targeting areas of student weakness, in relation to expression. Such a guide is not for students to memorise, rather it assists in exposing students to a broad range of relevant terms 'in context' so they can continue to simultaneously expand and refine their own expression of knowledge and understanding.

Image source: Unsplash – Andrew Seaman@amseamen

HSC CORE & DEPTH STUDY WRITING GUIDE

HSC Core: Social and Cultural Continuity and Change Sentence Starters

- It is important to examine…
- … is important to understand…
- On a micro level…
- On a macro level…
- At the meso level of society…impacts groups such as
- Impacts the micro/macro/meso level of society…
- Generally it is understood that…
- … theory of social change adequately accounts for both processes and agents of social change, such as…
- …theory of social change lacks detail in relation to…
- … theory is extremely useful in examining…
- … theory of … is indicative of…
- Communication technologies have changed…
- Social interactions are …
- The impact of…
- The implications of…
- Environmental factors…
- The complex nature of society and culture is indicative through…
- Current trends suggest that…
- The impact of… is…
- The complex nature of change is highlighted by…
- The gradual evolution of…is indicative of the slow, adaptive nature of change…
- Changes have resulted in the dramatic shift in… across all levels of society. For example, within the micro/meso/macro level…
- Some ethical issues that may need to be considered include…
- Groups such as…have actively resisted changes at the…level of society due to…
- Globalisation has had a significant impact on…
- Westernisation has resulted in the diffusion of…
- Modernisation has been a powerful influence on…
- Perceptions of … are created by…
- Likely changes that may take place include…
- Probable continuities include…
- Factors that influence… include…
- The theory of… suggests that…
- Ethical issues such as… must be considered…
- … expresses ideas about…
- … examines the power and authority of…
- Continuity can be observed…
- Change can be observed…
- Aspects of continuity and change can be seen…
- The role of… is clearly demonstrated…
- Individuals are becoming…
- Cross cultural interactions are clearly observed…
- Institutions / the government tend to…
- The process of…
- Culture influences…
- Research has suggested…
- … is demonstrative of…
- … suggests that…
- Generally it is understood that…
- It is imperative that…
- The relationship between…
- The values of…are clearly demonstrated through…
- A rejection of… is demonstrated…
- A contemporary example of…suggests…
- Technologies are highly influential on groups/individuals/institutions

HSC CORE & DEPTH STUDY WRITING GUIDE

Country Study Sentence Starters (sample country study focus – Timor Leste/East Timor)

- Change is a complex concept…
- Change can be transformative in nature…
- Individuals may resist change…
- Continuity can be seen in…
- Change is obvious within…
- Continuity contributes to the development of society at the micro/meso/macro level…
- Change contributes to the development of society at the micro/meso/macro level…
- Structural changes within society are clearly seen…
- The processes and agents of change are evident…
- Communication technologies impact continuity/change within society…
- Social research allows for an examination of the social world…
- Evolutionary theory suggest…
- Functionalist theory highlights…
- Interactionist theory provides an explanation about the micro level of society…
- Conflict theory is a change theory that…
- Conflict theory is…
- Conflict theory holds that…
- Conflict theory assumes that…
- Conflict theory relies on…
- In accordance with conflict theory…
- Conflict theory concerns change that is abrupt and revolutionary. Abrupt and revolution change occurred…
- Conflict theory asserts that authorities use legitimate power to control and dictate rights such as…
- Conflict theory relies on a belief in class consciousness which can be seen in…
- Within conflict theory is a belief that society is hierarchical in nature, resulting in people being dissatisfied with their position. This is clearly occurring within East Timor…
- Globalisation/modernisation/westernisation has impacted the continuity/change of… in Timor Leste…
- Within East Timor it is evident historically and contemporarily conflict is always brewing…
- Religion is utilised in order to pacify the population, this indicative within East Timor because…
- Whoever owns resources use their economic power to serve their own interests and control the state…
- This theory can be used to explain change in…
- Beliefs / Values / Lifestyle in Timor Leste can be traditionally described as…
- Beliefs / Values / Lifestyle in Timor Leste is traditionally…
- The role of … is …
- Thus, religion/culture/gender roles in East Timor primarily functions to…
- Prior to colonisation the East Timorese believed / valued / lived … this changed to an extent after Portuguese / Indonesian colonisation …
- One result of traditional beliefs / values / lifestyle is …
- Thus, traditional beliefs / values /lifestyle functions to…
- As a result of colonisation East Timorese beliefs / values / lifestyle …
- However, since colonisation there has been a conflict between traditional beliefs / values / lifestyles and the perceived modernisation of…
- Even post Indonesian occupation the results on East Timorese continuing beliefs / values / lifestyle have been impacted…
- At the mirco / meso / macro level beliefs / values / lifestyle have been impacted…
- … still dictates the life of the contemporary Timorese in the rural areas…

HSC CORE & DEPTH STUDY WRITING GUIDE

Country Study Sentence Starters

(sample country study focus – Timor Leste/East Timor)

- Therefore, in the villages, the concept of … plays an important role in the belief system…
- Thus, over time change has occurred where…
- Therefore, by using conflict theory to examine change in East Timor…
- Hence, a class struggle exists between…
- Thus, integrating Catholicism and animist religious beliefs and practices…
- Thus, as a result of gaining independence as a result of the struggle for independence…,
- Even though the majority of the Timorese are Catholic, they cannot abandon their traditional beliefs/values…
- Current trends within Timor Leste suggest…
- Timor Leste is likely to change in the following ways within the next 5 to 10 years…
- Timor Leste is likely to continue to…
- Technology will continue to develop in Timor Leste and impact institutions

Core Country Study Concepts (sample country Timor Leste)

- Coffee Industry
- Farming – traditional methods versus modern practices
- Lulik
- Animist religion
- Catholic Church
- Tai weaving
- Bride Price
- Religious significances of women
- Women in the private sphere vs women in the public sphere
- Infant mortality rates
- Maternal mortality rates
- Programs that benefit women but disadvantage men
- Women's / Girls Literacy Rates
- Women / girls malnutrition
- Men's / Boys Literacy Rates
- Men's / Boys malnutrition
- UN Women's Programs
- Women in political leadership
- Portuguese Colonisation
- Indonesian Invasion
- UN Response at time of Indonesian Invasion
- UN role in the referendum
- A new nation emerges
- Oil and Gas / Conflict with Australia over Oil and Gas
- Movement to the city (Dili) and impact of urbanisation
- Movement away from rural communities
- Reconciliation within Limor Leste
- Domestic violence
- Changing roles of fathers
- Technology
- Tourism
- Leadership
- Environmental concerns
- Education
- … (the list is endless!)

HSC CORE & DEPTH STUDY WRITING GUIDE

HSC Core + Depth Studies
Integrating Examples As Evidence

- … exemplified by …
- … is indicative of …
- … is an excellent exploration of …
- … develops the idea/concept …
- … enhances an understanding of …
- … draws upon …
- … is a demonstration of …
- … provides clarification of …
- … is a clear examination of …
- For instance…
- Thus, it can be seen …
- Therefore it is clear that …
- … is clearly an indication of …
- … provides an excellent examination of …
- … provides an excellent exploration of …

Depth Study Sentence Starters + Specific Phrases

Belief Systems & Ideologies – *Judaism*

- Judaism suggests…
- Hierarchy within Judaism is…
- Internal power structures are a feature of Belief Systems and Ideologies…
- Secularisation has been on the rise in recent times in Australia…
- The underlying principles of Judaism…
- Jewish identity is created through…
- The beliefs and values of Judaism extol…
- There are varying strains of Judaism that are unique in their own ways…
- Hebrew, Yiddish and Aramaic are important languages within Judaism…
- The role of symbols in Judaism is significant…
- The role of rituals in Judaism act to…
- The customs of Judaism allow for…
- Gender within Judaism is a complex concept…
- Israel is a significant place to Jews
- Jerusalem holds a special place for Jews globally…
- There is at times a resistance to change…
- There are at times necessary change that occurs…
- Technology impacts Judaism positively/ negatively…
- Globalisation has impacted Jewish continuity/ change…

Conformity & Nonconformity – *Mormonism*

- Individuals are influenced by conformity in the following ways…
- Individuals are influenced by obedience in the following ways…
- Anonymity of individuals within groups has the impact of…
- Nonconformity comes with social costs…
- Nonconformity can have unexpected social benefits for individuals…
- Mormonism developed from…
- The history of Mormonism…
- The role of status within Mormonism is significant in achieving group conformity…
- Authority and power within Mormonism are highly significant elements…
- Cohesion and community operate together to create and define the identity of Mormons individually and as a group…
- Group values and norms are utilised by Mormons to achieve group cohesion…
- Peer pressure is an extremely influential factor in creating group cohesion within Mormonism…
- Mormonism is highly influential using methods such as… to influence individuals…
- Sanctions can be applied to Mormons is they break rules such as…

HSC CORE & DEPTH STUDY WRITING GUIDE

Belief Systems & Ideologies – *Judaism*

- Evidence of the acceptance of Judaism is demonstrated through…
- Evidence of the rejection of Judaism is clearly highlighted through…
- Peace and conflict are complex concepts…
- The philosophy of Judaism impacts the Jewish ideas surrounding peace and conflict…
- Myths and stories are significant to the continuation of Judaism…
- Adherents of Judaism…
- Ethical issues are considered within Judaism…
- Technology has been embraced by Judaism…
- Technology has been rejected by Judaism…
- Technology has been embraced by Judaism due to the philosophical ideals of…
- Judaism is a matrilineal religion…
- The philosophical view within Judaism of… impacts gender…
- The philosophical view within Judaism about technology has impacted Judaism…
- The future of Judaism is probably…
- Current trends within Judaism suggest that in the near future…
- Likely changes that will occur in Judaism in the next 5 to 10 years include…
- Probable continuities within Judaism include…
- Stereotypical media representations of Judaism include…and impact the perceptions of others in a negative manner…
- The role of religion and ideology is complex…
- The role of religion and ideology in conflicts is…
- The rise of religious conflicts…
- Religious belief systems have been a feature in numerous historical conflicts…
- Defensive wars are…
- Religion is…
- Dissent can have a negative impact…
- Dissent can be a vehicle for change…

Conformity & Nonconformity – *Mormonism*

- Sanctions that may be put in place against dissident adherents include…
- People who do not conform to Mormonism…
- Mormons interact with the wider community through…
- Mormons are viewed by the wider community as…
- Other Christians see Mormons as…
- The future of Mormonism may be impacted negatively by…
- The future of Mormonism may positively be impacted by…
- Mormonism is likely to change its views on…
- Mormonism is to likely to change its views on…
- Mormonism will likely continue to…
- Mormonism's influence on society is likely to…
- Technology has impacted Mormonism through…
- Technology allows a cohesive message about Mormonism to be transmitted globally…
- Within 5 to 10 years it is expected that Mormonism will…
- Communication technologies negatively impact on the conformity of Mormonism…
- Communication technologies positively impact conformity within Mormonism…
- Stereotypical media representations of Mormons…
- The values of Mormonism demonstrate…
- Mormons strong sense of community and cohesion has been created through its philosophy of…
- Community forms the foundation of Mormon identity…
- Mormons believe…
- Cohesion is fostered through…
- The development of strong social values…
- The development of structured power and authority levels…
- It is imperative that the community…

HSC CORE & DEPTH STUDY WRITING GUIDE

HSC Core + Depth Studies
Evaluative Words / Phrases

- Absolutely
- Always
- Amazingly
- As expected
- Certainly
- Definitely
- Definitely
- Indeed
- Never
- Objectively
- Obviously
- Presumably
- Regrettably
- Understandably
- Undoubtedly
- Must
- Certain
- Apparently
- By chance
- Initially
- Luckily
- Maybe
- Often
- Probably
- Seldom
- Seriously
- Surely
- Tentatively
- To be honest
- Will
- Probably
- Likely
- Unlikely
- central
- critical
- crucial
- decisive
- essential
- fundamental
- indispensable
- major
- necessary
- influential
- paradigmatic
- predominant
- primary
- prominent
- representative
- serious
- significant
- unique
- It is certain that
- It seems clear
- It appears obvious
- It is likely / unlikely
- It seems that probably
- It appears probable/likely
- It seems possible
- It appears possible
- It is possible
- It is impossible
- It appears impossible
- It seems impossible
- It undoubtedly
- It is certainly likely that
- Leads to a clear understanding that
- Clearly examines
- Provides excellent evidence that
- Provides doubt that
- Unexpectedly it creates the idea that
- Provides an excellent framework to explore
- Clearly defines
- Is questionable evidence of
- Is not clearly indicative of
- Is highly likely to
- Is a good/adequate exploration of
- Is not a good example of
- Fails to provide insights into
- Is crucial to explaining
- Is essential to evaluating
- Is crucial to assessing
- … clearly representative of…
- … essentially provides a framework of…
- … is highly influential in examining…
- … is highly useful…
- … is exceptional evidence of…
- … is very significant…
- Provides strong evidence of
- It becomes increasingly obvious that…
- Effectively conveys the idea that…
- Is exceptionally important in examining…

HSC CORE & DEPTH STUDY WRITING GUIDE

HSC Core + Depth Studies
Concluding Words / Phrases

- Evidently
- Overall
- Ultimately
- Essentially
- After all
- Definitely
- Undeniably
- Unquestioningly
- Irrefutably
- Culminating
- Generally
- Clearly
- Examination
- Perceptively
- It is clearly highlighted…
- It is therefore indicative of…
- It is clearly demonstrated through the evidence that…
- It is evident that…
- It is thus evident that…
- Essentially it is highlighted through… that… It is clearly seen that…
- In essence…
- In either case…
- As previously noted…
- In the final analysis…
- As noted…
- Therefore, it can be ascertained that…

Image source: Unsplash – Thought Catalog@thoughtcatalog

THE CONSUMPTION OF THE POPULAR CULTURE – *HOW CONSUMPTION AND OWNERSHIP OF PARAPHERNALIA INFLUENCE A SENSE OF IDENTITY*

HSC: Popular Culture

Christina Kalinic, Stella Maris College

Syllabus Content

The Consumption of the Popular Culture

- The consumers and the nature of its consumption
- The relationship of access and consumption to age, class, ethnicity, gender, sexuality, location
- How consumption and ownership of paraphernalia influence a sense of identity

Rationale

The following task involves the investigation of the consumption of a range of products and services as paraphernalia involved in the Popular Culture genre of Animated Children's films: Disney. Please note that in this resource Disney is used as an example of a focus area within Animated Children's Films. Students explore how an adherent of the culture can reinforce and construct a sense of identity through their patterns of consumption across the life stages. This popular culture has clear connections to the ritualisation of weddings, and students explore the extent to which the wedding industry has commodified Disney over time. The task equally examines how gender might be connected to access and consumption in heteronormative relationships.

Syllabus Outcomes

H2 Explains the development of personal, social and cultural identity

Related concepts

Commercialisation; Consumption, Commodification

The Beast and Princessess. Image source: Wikimedia Commons

THE CONSUMPTION OF THE POPULAR CULTURE – *HOW CONSUMPTION AND OWNERSHIP OF PARAPHERNALIA INFLUENCE A SENSE OF IDENTITY*

TASK: *design your very own Disney wedding*

"Every once in a while, right in the middle of an ordinary life, love gives us a fairy tale."

1a. Visit *Disney Wedding Destinations* at: https://www.disneyweddings.com/weddings/locations/ and select the location you would like your wedding to take place.

_____

1b. Click on your chosen location AND select the venue that you would like your wedding to take place at.

_____

2. Select the following for your wedding:

a. Wedding cake:

_____

b. Food:

_____

c. Entertainment:

_____

d. Floral arrangements:

_____

3. Visit the Disney Bridal Gown Collection at: https://www.serenitybrides.com/product-category/bridal-gowns/disney-fairy-tale-weddings-by-alfred-angelo/ and select your most desired gown.

_____

4. Select your Disney inspired wedding invitations and table decorations at: https://www.disneyweddings.com/my-wedding-space/dream-boards/inspiration-gallery/categories/invitations-favors/

_____

5. Select and plan your own Honeymoon destination at: https://www.disneyweddings.com/honeymoons/

_____

THE CONSUMPTION OF THE POPULAR CULTURE – *HOW CONSUMPTION AND OWNERSHIP OF PARAPHERNALIA INFLUENCE A SENSE OF IDENTITY*

Read

19 Disney wedding ideas that aren't cheesy at: https://www.theknot.com/content/disney-wedding-ideas-that-arent-cheesy AND record examples...

Access

Couple amaze guests with magical Beauty and the Beast wedding dance at: https://www.dailyrecord.co.uk/news/local-news/watch-couple-amaze-guests-magical-10959177 AND record your observations.

Reflect

What does a Disney themed-wedding indicate about a person's sense of identity throughout their life course?

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

HSC: Depth Study Popular Culture

Alexander Moscovis, Moorebank High School, Moorebank

Syllabus Links

The consumers of the popular culture and the nature of its consumption

- The relationship of heroes and mythology to media and consumption
- How consumption and ownership of paraphernalia influence a sense of identity

Relevant concepts

commercialisation, commodification, consumption, power, globalisation, technologies, gender, identity

Rationale

The following resource was designed as an external learning experience for students who are studying Marvel within the context of the Popular Culture Depth Study. The following resources were designed pre-Covid. Current challenges related to external excursions for many schools may impact on the ability to implement this experience in its original, intended format.

However, there are many ways the following resource could be adapted such as:

- Students engaging in the following activities individually and in their own time as an optional learning experience
- For students engaging in a Popular Culture based topic in their PIP – the resource could be a great example of how to engage in some elements of primary research. i.e. students can adapt to their specific topic
- The following learning experience can be adapted to a different Popular Culture Focus Studies

Syllabus Outcomes

H1 evaluates and effectively applies social and cultural concepts

H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

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

Cover of Marvel Family number 4, as published by Fawcett Comics (September 1946). Source: Wikimedia Commons

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

MARVEL STUDIOS EXCURSION PACK

Student Name: .....

Syllabus dot points

The following syllabus dot points will be addressed in today's excursion:

- The consumers of the popular culture and the nature of its consumption
- The relationship of heroes and mythology to media and consumption
- How consumption and ownership of paraphernalia influence a sense of identity

The relevant information that you collect today for these dot points can be used as evidence across exam questions related to syllabus dot points focused on consumption.

The aim of the excursion

This excursion is designed to help familiarise you with the nature of **consumption of the popular culture**. You will be required to access a variety of different shops within Liverpool Westfield Shopping Centre to gather a range of data in relation to the marketability and commercialisation of Marvel superheroes. To do this, you will need to implement a variety of research methods to help respond to the questions within this booklet.

The excursion will be organised as follows:

PART 1:
9:00am: Meet at Liverpool Westfield Event Cinemas to be distributed workbooks.

9:00am –10:30am: Start visiting the various shops outlined in the workbook. Complete the various activities within the workbooks at the relevant shops.

10:30am –11:00am: Recess at Liverpool food courts.

11:00am –12:00pm: Work towards finishing the work booklet

PART 2:
Assemble at the Event Cinema to watch Avengers: Endgame at _____ pm

The following stores that you will be required to visit include:

ZiNG POP CULTURE BIG W JB HI-FI

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

PART 1: ZING POP CULTURE

1. As you walk into the shop, observe the advertising in and around the shop. How does **Zing** commodify the MARVEL franchise to get their target market's attention? Reflect on how successful the layout at the entrance of the shop is to draw in shoppers and refer to specific features that you see.

_____

_____

_____

_____

_____

_____

_____

_____

2. As you tour the shop, observe and identify the variety of different MARVEL products that are for sale. As you write them down, note down their cost as well.

Product 1:_____ Cost: $_____

Product 2:_____ Cost: $_____

Product 3:_____ Cost: $_____

Product 4:_____ Cost: $_____

Product 5:_____ Cost: $_____

Product 6:_____ Cost: $_____

Product 7:_____ Cost: $_____

Product 8:_____ Cost: $_____

Product 9:_____ Cost: $_____

Product 10:_____ Cost: $_____

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

3. Of the products that you have listed, what is the ratio of functional products (products that you can use such as t-shirts, drink bottles etc) to ornamental products (such as bobble heads or products that are used for decoration)? Using your own **participant observation**, why would consumers wish to purchase both of these products?
   - **Ratio of functional products to ornamental products**:_____
   - **Why would people purchase both functional and ornamental products:**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. When considering the amount of money needed to purchase ornamental paraphernalia, why do you think people would buy these products?

_____

_____

_____

_____

_____

5. Engage in an **observation** of the products that are around the shop. Count/quantify how many pieces of paraphernalia:
   - depicts female heroes or is marketed towards a female consumer base
   - depicts male heroes or is marketed towards a male consumer base
   - depicts BOTH female and male heroes and is marketed towards a gender neutral consumer base

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

Can you draw any conclusions regarding the influence of gender on consumption in relation to Marvel paraphernalia.

6. Prior to your visit organise a short interview (approx. 5 min) with one of the store clerks.

   Remember: Ethical consent and a copy of the interview questions should be obtained prior to the interview date.

   Please record the store clerks responses below:

   i. What is the most popular MARVEL product that is sold in your shop? Why do you think this might be?

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

ii. How well do MARVEL products sell in comparison with the other franchises that are sold within **Zing**, such as Star Wars and Harry Potter?

iii. Why do you think this is?

iv. In your opinion how successful has **Zing's** marketing and advertising been for the sale of MARVEL products?

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

v. What other factors that are outside of Zing's marketability that have influenced consumers to purchase products from Zing? (You might want to direct them to refer to technology etc).

vi. In your opinion, why is it that people feel the need to purchase these products? Think about- personal identity or belonging in a group.

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

vii. What do you believe are the future trends for the sale of Marvel products? Do you think we will see more female characters?

7. Using the information that you have gathered from your interview, attempt to form conclusions about the following:
   - Success of the marketability of Marvel products.
   - Why certain Marvel paraphernalia is more popular than others? (Think about: Does it have to do with gender? Does it have to do with affordability?)

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

PART 2: BIG W

When you enter Big W, there are two departments that you are going to need to approach. These are:

- Clothing
- Toys

If you are working in a group, you might want to divide and conquer to be more efficient.

Clothing department

Walk towards the **children's** clothing department to answer the following questions. These clothes are aimed for pre-teen children.

1. Engage in an **observation** of the Marvel heroes depicted on the **BOYS** clothing. Count and quantify how many different clothing designs feature Marvel heroes on them. You should also comment on which heroes are depicted on the clothes, and the gender of these heroes.
   - **Number of different clothing designs with Marvel heroes:**
     There were_____ different designs of Marvel clothes for boys.
   - Which heroes are represented on the boy's clothes?

     Hero:_____ Gender (M/F)

     Hero:_____ Gender (M/F)

     Hero:_____ Gender (M/F)

     Hero:_____ Gender (M/F)

     Hero:_____ Gender (M/F)

2. Using the information that you have gathered about the Marvel clothing for boys, what CONCLUSIONS can you make about young, adolescent associations with action heroes? What implications may this potentially have for boy's associations with what a hero is?

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

3. Now, look at the girl clothes. Engage in an **observation** of the Marvel heroes depicted on female clothing. Quantify how many different clothing designs feature Marvel heroes on them. Make a special note how many of these heroes are female.
   - **Number of different clothing designs with Marvel heroes:** There were_____ different designs of Marvel clothes for girls.
   - Which heroes are represented on the girl's clothes?

     Hero:_____ Gender (M/F)

     Hero:_____ Gender (M/F)

     Hero:_____ Gender (M/F)

     Hero:_____ Gender (M/F)

     Hero:_____ Gender (M/F)

4. Using the information that you have gathered about the Marvel clothing for girls, what CONCLUSIONS can you make about young, adolescent associations with action heroes? What implications may this potentially have for girl's associations with what a hero is?

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

5. How do these clothing designs, which promote certain Marvel characters, influence identity? You might want to consider WHAT these characters represent, and how this consolidates the solidarity of a group sharing the same interests. You should also refer to how this affects an individual's micro experience.

   _____

   _____

   _____

   _____

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   _____

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

Toy department

Walk towards the **children's** toy department to answer the following questions. You are going to need to look at both **Marvel action figures** and **Lego.**

General questions

1. Looking through the aisles, **observe** and count how many different products there are for Marvel. This includes action figures, Lego, gadgets etc:
   - Number of different products:_____

2. Using the number you have written, make a judgement on the success of Marvel's commodification and marketing of its super heroes. Think about the diverse nature of the paraphernalia, target audience and price points.

_____

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Action figures

3. Using the labels on each of the heroes, identify each of their names. Make sure you specify whether they are male or female.

Hero:_____ Gender (M/F)

Hero:_____ Gender (M/F)

Hero:_____ Gender (M/F)

Hero:_____ Gender (M/F)

Hero:_____ Gender (M/F)

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

4. Using this information, specify which market these products generally aimed at? i.e. age, gender etc

_____

_____

_____

5. Based upon your observation, how do these action figures construct or deconstruct gender?

_____

_____

_____

_____

_____

_____

_____

_____

6. Why is the commodification of toys as heroic and strong an important marketing tool?
   You should refer to specific features of the toy in your response.

_____

_____

_____

_____

_____

_____

_____

_____

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

Lego

7. Engage in an **observation** of the different heroes in each Marvel Lego product. Quantify a collective ratio of male to female characters

_____ : _____

Male **Female**

8. Based upon your findings, is Marvel Lego marketed towards a male market, a female market or a gender neutral market. Integrate evidence from your observation and your previous research.

_____

_____

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9. Closely inspect the 'graphic design art' on the boxes of the Lego products. How are they designed and commodified to attract the market's attention in order to make a sale? In your answer, you must refer to at least THREE **SPECIFIC FEATURES** on **SPECIFIC PRODUCTS.**

_____

_____

_____

_____

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_____

_____

_____

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

10. Based upon your observations and experiences today, which products are the MOST appealing to you? Consider how your demographics (age, gender, location) may impact upon your choices.

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

PART 3: JB HI-FI

Walk towards the JB-HI-FI to conduct the next part of your research.

1. Take a walk around JB-HI-FI. Observe the different marketing and advertising for around the shop. Count how many are aimed at Marvel movies. Describe the positioning (i.e. where in the shop) and nature of the advertising (i.e. different types of posters, cardboard cut outs, video games on display etc).

_____

_____

_____

_____

_____

_____

_____

2. As you continue your observational tour around JB-HI-FI, list the different sets of paraphernalia that is relevant to Marvel. This can include posters, toys and of course movies. You will need to quantify the variety of each paraphernalia **(e.g- Paraphernalia 1: Video Games. Quantity: There are 5 different sets of Marvel video games.)**

   - Paraphernalia 1:_____ Quantity: _____
   - Paraphernalia 2:_____ Quantity: _____
   - Paraphernalia 3:_____ Quantity: _____
   - Paraphernalia 4:_____ Quantity: _____

3. From the research that you have been conducting so far, does JB-HI-FI have more or less paraphernalia than the other shops that you have visited? Reflect on the reason for your answer.

_____

_____

_____

_____

_____

_____

_____

_____

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

4. Head towards this animation section of JB-HI-FI, and locate different examples of Marvel 'anime'. These movies/ tv shows are animated by Japanese artists. Referring to **SPECIFIC** titles, what does this tell you about the commodification of Marvel on a global level for an international market?

5. Prior to your visit organise a short **interview** (approx. 5 min) with one of the store clerks in the DVD section. **Remember:** Ethical consent and a copy of the interview questions should be obtained prior to the interview date.

   Please record the store clerks responses below:

   i. In your experience at JB HiFi how successful are Marvel DVD sales? Are they quite popular?

   ii. Are individual Marvel DVDs more popular for people to purchase? Or are the Phase One, Phase Two etc box sets? Can you tell me why that is?

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

iii. Do you think that streaming websites such as Stan and Netflix have impacted on Marvel DVD sales? (Have them elaborate why this may or may not be the case).

Image source: Wikimedia Commons

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

PART 4: AVENGERS – ENDGAME

We are now going to view the most recent Mavel film- ***Avengers Endgame*** **(2019)**.

General questions

1. Perform an **observation** of the advertising for Avengers: Endgame around the cinema. Explain how this promotional material helps to further market the film to its targeted audience.

2. Looking at the candy store/check out area, identify the variety of paraphernalia that is available for purchase with food and drink:

   Product 1:_____ Cost: $_____

   Product 2:_____ Cost: $_____

   Product 3:_____ Cost: $_____

   Product 4:_____ Cost: $_____

   Product 5:_____ Cost: $_____

   Product 6:_____ Cost: $_____

   Product 7:_____ Cost: $_____

   Product 8:_____ Cost: $_____

   Product 9:_____ Cost: $_____

   Product 10:_____ Cost: $_____

3. Draw conclusions why certain paraphernalia would be marketed onto drink cups etc for the film?

   _____

   _____

   _____

   _____

   _____

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

Note: whilst viewing the film there is a great opportunity for students to engage with the following syllabus point:

- *examine a contemporary issue in popular culture using the research method of* ***content analysis***

  Quantitative/qualitative content analysis could be designed by students prior to viewing the film and taken in to record throughout the film and use as evidence within their response.

Extended response

After watching Avengers: Endgame, answer the following question as an extended response.

To what extent does Avengers: Endgame (2019) successfully construct and deconstruct gender.

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

MARVEL STUDIOS: EXCURSION ACTIVITIES PACK

COLOURISM IN INDIA

Social Inclusion and Exclusion

Emily Aitken, Monte Sant' Angelo Mercy College

Syllabus Content

Syllabus reference:

the perception of this group by other groups within the country:

- influences on individuals' perceptions of others
- how attitudes of group members towards other groups influence their behaviour towards those groups, including stereotyping, prejudice and discrimination

Syllabus Outcomes

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal & social identity

H3 analyses relationships and interactions within and between social and cultural groups

Related concepts

Prejudice, discrimination, stereotypes, life course, gender, identity

Rationale

The following resource supports student understanding of the interaction between perceptions, stereotypes and prejudices in leading to discriminatory attitudes and behaviours towards women in India. Media perpetuation of colourist values reinforces certain beauty standards within Indian society which impact on how women are perceived and treated by men and other women in Indian society. It is one example, from many possible examples, which illustrate this area of the course and could be used in conjunction with the construction and portrayal of gender roles within Bollywood, the objectification and sexualisation of 'item girls', and the prevalence of domestic and gendered violence against women in India.

Image source: Unsplash by Sonika Agarwal @sonika_agarwal

COLOURISM IN INDIA

Image source: Unsplash by Sonika Agarwal @sonika_agarwal

Colourism in India

Examine Ponds Advertisements for Fair and Lovely
https://www.youtube.com/watch?v=xgx6xrc0gBs

What do these products reveal about how women are perceived and stereotypes about beauty are constructed in India?

Examine the following TedTalks and articles in order to complete the scaffold below:

- https://www.youtube.com/watch?v=_L4-mOJWhIE
- https://www.youtube.com/watch?v=6l6Vu2YxipY
- https://www.aljazeera.com/opinions/2018/9/10/colour-me-right-its-time-to-end-colourism-in-india/
- https://feminisminindia.com/2018/08/28/capitalism-colourism-india/

DESCRIBE

What is colourism? What is the scale of this type of **discrimination**?

_____

_____

_____

_____

_____

CAUSE:

What are the causes of colourism in society?

_____

_____

_____

_____

_____

COLOURISM IN INDIA

NATURE

How does colourism lead to particular **perceptions** & **stereotypical attitudes** to women in India? Give examples of colourism in Indian society.

EFFECTS

What impact does this have on **discriminatory behaviour** (men & women) towards women in Indian Society

IMPLICATIONS/STRATEGIES

What **strategies** might be helpful in changing colourism in India?

RESOURCES FOR BRAINSTORMING PIP IDEAS

HSC: Personal Interest Project

Gen Hickey, Hornsby Girls High School, Hornsby

Syllabus Content

Develop a research proposal clearly outlining the topic, question or problem

- Select appropriate concepts to ensure that the topic and the subsequent research relates to the Society & Culture course

Syllabus Outcomes

H1 evaluates and effectively applies social and cultural course concepts

Rationale

The following activities are two creative ways to explore potential PIP topics in the early stages of the topic development process. The Alphabet approach uses whiteboards to work collaboratively to build a range of potential topics. In addition, the Silent Sharing activity challenges students to work with others to give and receive feedback on a potential topic, seeing possibilities in their ideas through the eyes of their peers. This supports students in thinking through the potential of their ideas and connections between other sources and concepts. Both of these tasks would be ideal to complete before they submit their research proposal for approval.

Image source: Unsplash by KOBU Agency @kobuagency

RESOURCES FOR BRAINSTORMING PIP IDEAS

Silent Sharing

- Take a mini whiteboard and marker
- At the top of the board, write down a very general topic that you are interested in based off the PIP introductory activities you have completed so far
- Silently pass the board to the person on your left – a 3 minute timer will begin
- When you receive the board, you must write down at least one of the following:
  - ONE aspect of the topic that could be explored
  - A relevant source you know of (e.g. documentary)
  - Related concepts and their application
  - Related course content or syllabus dotpoints
- When the timer sounds, pass the board to your left and repeat above. Continue moving until your own board comes back to you and read through responses!

Example

The purpose of this task is for your peers to help you decide or narrow down your PIP topic, so if you expect great things, you must give them in return!

Post Activity

After reading through the peer contributions to your potential topic, consider:

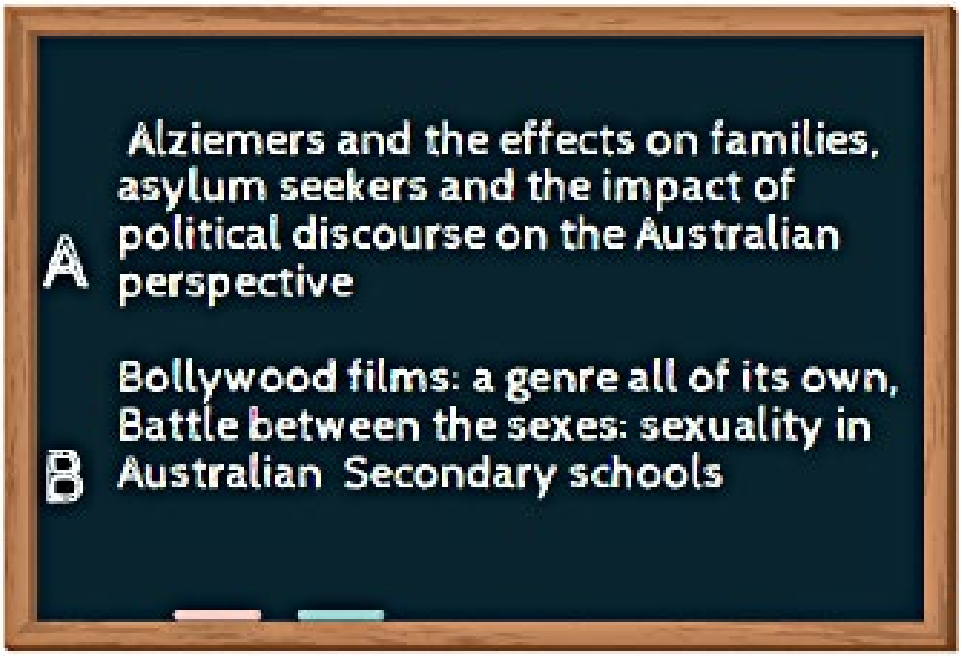
- Is there an aspect you had previously not considered – which one?
- Copy down at least one to your PIP diary and write an entry on how you could explore this particular aspect for your project

RESOURCES FOR BRAINSTORMING PIP IDEAS

Alphabet Approach

- Form a pair and stand by one of the pieces of butchers paper hung up around the classroom with a pen or texta
- Write the alphabet down the side of the paper, leaving space under each one
- In your pairs, come up with **2** possible PIP topics for each letter (they don't have to be issues that you are particularly interested in pursuing, just possibilities)

Example



The purpose of this task is to help you come up with your PIP topic, you are encouraged to think in an abstract way - aim to be original! Talk it through with your partner. What has 'inspired' you this year?

- Analyse your answers and discuss with your partner, which one do you like the best? And why?
- In your pair, move to the butchers paper to your left and read through their ideas for a few minutes and see if anything sparks your interest, keep moving around the room until you come back to yours
- In your PIP diary, write an entry which includes any of the ideas you felt inspired by

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

Stage 6 Assessment

Maxine Johnson, Gosford High School, Gosford

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

Year 12 2021 Scope and Sequence
STAGE 6 SOCIETY AND CULTURE

STAGE 6

	TERM1	TERM 2	TERM 3	
YEAR 11	**11.1** SOCIAL AND CULTURAL WORLD **Conceptual frame: "Connections"** ***Content:*** 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. ***Skills:*** qualitative research; academic writing; analysis; concept application; compare and contrast to explain; social and cultural literacy. ***Outcomes:*** P1, P3, P6, P9, P10 ***Assessment:*** Extended response – explain the social construct of gender and identity or roles and status 30%	**11.2** PERSONAL AND SOCIAL IDENTITY **Conceptual frame: "Creation"** ***Content:*** 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. ***Skills:*** qualitative and qualitative research; academic writing; concept application; analysis, application of theory to explain; social and cultural literacy. ***Outcomes:*** P1, P2, P3, P5, P8, P10 ***Assessment:*** Extended response application of theory 40%	**11.3** INTERCULTURAL COMMUNICATION **Conceptual frame: "Perspective"** ***Content:*** 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. ***Skills:*** Examination literacy ***Outcomes:*** P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 ***Assessment:*** Preliminary exam 30%	–

	TERM 4	TERM 1	TERM 2	TERM 3
YEAR 12	**12.1** PIP and BELIEF SYSTEMS and IDEOLOGIES **Conceptual frame: "Pattern"** ***Content:*** The focus of this study is the relationship of belief systems and ideologies to culture and identity. ***Skills:*** qualitative research; academic writing; analysis; concept application; social and cultural literacy. ***Outcomes assessed:*** H1, H3, H4, H6, H7, H8, H10 ***Assessment:*** PIP Viva 30%	**12.2** PIP and POPULAR CULTURE **Conceptual frame: "Power"** ***Content:*** The focus of this study is the interaction between popular culture, society and the individual. ***Skills:*** qualitative research; academic writing; analysis; concept application; social and cultural literacy. ***Outcomes assessed:*** H2, H3, H5, H6, H7, H9, H10 ***Assessment:*** Extended writing 40%	**12.3** CORE and PIP **Conceptual frame: "Time"** ***Content:*** 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. ***Skills:*** qualitative research; academic writing; analysis; concept application; social and cultural literacy. Hand in a succession of PIP draft chapters. ***Outcomes: Assessment:*** NIL	PIP SUBMISSION/ TRIAL EXAMS/ REVISION **Conceptual frame: "Identity"** ***Content:*** The Personal Interest Project is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student. ***Skills:*** Examination literacy ***Outcomes assessed:*** H1, H3, H5, H9 ***Assessment:*** Trial Examination 30%

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

SCHEDULE OF ASSESSMENT

SOCIETY & CULTURE – YEAR 12 HSC COURSE 2021

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

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

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.

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

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

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

Teachers choose 1 question from each verb column to conduct the 6 minute Viva		*I copy and laminate these for students to hold while responding*
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c) Explain TWO ethical considerations for your research	c) Justify TWO ethical procedures for your research	c) Assess the importance of ONE ethical consideration for the success of 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:

• 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: Year 12 Society and Culture Personal Interest Project process

Name:

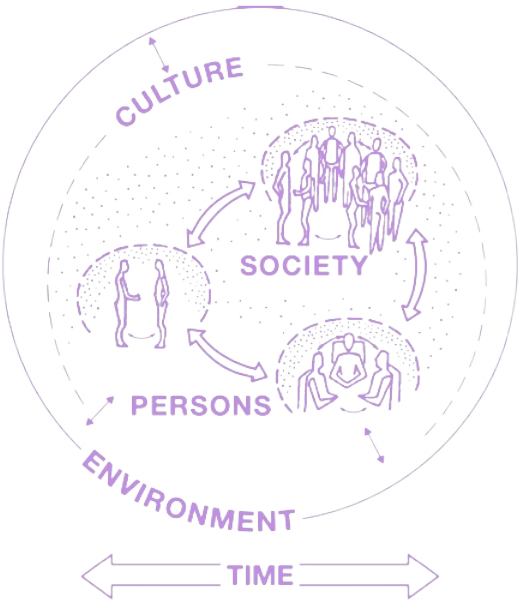
• The THREE research methods you have chosen for your research proposal.	
• The usefulness of these research methods to your topic	
• Ethical processes considered	

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.