

# HIGH DISTINCTION PIPS

## Extract Showcase and Teaching & Learning materials

### PIP Section Focus: Introduction

#### Role of the Introduction in the PIP

##### NESA provides some guidance on the role of the Introduction in the PIP:

*'The introduction requires a brief description (no more than 500 words) of what the topic is about, why this topic was chosen and in what ways it contributes to a better understanding of Society and Culture. The choice of research methods should be explained and justified.'*

The Introduction is a great opportunity for students to briefly orientate the reader in key aspects of their chosen research topic. Within the Introduction, students will often:

- Pose their research question/statement and their initial hypothesis
- Highlight why the research topic was chosen by exploring the connections between their topic and *relevant* society and culture concepts at a micro, meso and macro levels of society
- Briefly explain and justify their choice of cross-cultural perspective *and* continuity and/or change
- Briefly explain and justify their choice of research methods

(Please note: The above dot points are not a 'checklist' of what 'must' be included in the Introduction. Rather, it is a suggestion of some of the key points that can be covered in the brief 500 word Introduction)

##### While the PIP is assessed as a whole product against the marking criteria, the Introduction can be viewed an opportunity to demonstrate student capacity to achieve through the following areas:

- *Clarify the topic, purposes and procedures of the Personal Interest Project*
- *Evidence that personal experience is related to public knowledge*
- *A demonstrated understanding and application of the concepts of the course*
- *The accuracy and relevance of the subject matter for the purposes of the Personal Interest Project*
- *A demonstration of how continuity and/or change have been addressed*
- *Evidence of social and cultural literacy*

##### These areas are then reflected through areas of the NESA PIP marking criteria shown below (from the top mark range):

- *Effectively applies and integrates social and cultural terms and concepts throughout the Personal Interest Project*
- *Comprehensively addresses cross-cultural perspectives and continuity and/or change*
- *Effectively applies social and cultural research methods to the Personal Interest Project*

##### Sources:

- NESA, *Society and Culture Stage 6 marking Guidelines : Personal Interest Project (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/wcm/connect/8e151199-6a09-4b25-8184-f614a4af1557/marking-guidelines-society-and-culture-pip-nov19.pdf?MOD=AJPERES&CVID=>
- NESA, *Society and Culture Personal Interest Project (PIP) Advice*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/personal-interest-project>
- NESA, *Assessment and Reporting in Society and Culture Stage 6 (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/assessment-and-reporting>

# HIGH DISTINCTION PIPS

## Role of the Introduction in the PIP

Please read through HD Introduction Extract A ‘News Media: The Guardian of Democracy the Elite’ and Introduction Extract B ‘Girls behind the games’ on the following pages.

### Questions to consider when working through the following Introduction extracts:

1. Compare the first paragraphs of each introduction extract.
  - a. How does the student in Extract A introduce their chosen PIP topic? Why is this effective?
  - b. How does the student in Extract B introduce their chosen PIP topic? Why is this effective?
2. Identify and outline the hypothesis of Extract A and Extract B.
3. Select the hypothesis from either Extract A or B. Explain how the hypothesis explores the links between personal experience and public knowledge.
4. Explain how Extract A justifies the choice of cross-cultural perspective.
5. Select either Extract A or B. For ONE of the extracts create a table of the selected research methods and summarise the justification of each method.

Construct a table similar to the one below:

Summary of selected research method	Justification of the choice of the research method within the PIP
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6. Identify TWO Society and Culture concepts (fundamental, additional or related) within either Extract A or B. Explain how the student has *applied and integrated* the TWO chosen concepts, rather than simply ‘used’ them?
7. Explain how social and cultural literacy (p.24-25 of syllabus) is authentically demonstrated and integrated in Introduction Extract A and B? Why is this important?

## HIGH DISTINCTION PIPS



### Introduction Extract A

**Title: News Media: The Guardian of Democracy the Elite: A cross-cultural investigation into the power and influence corporate media owners and consumers have over the news media content produced throughout Australia.**

**Student Name: Harriette Burke**

**School: Freshwater Senior Campus**

Born into an era where a major source of our knowledge and information derives from mass media and in particular news media, this Personal Interest Project (PIP) aims to deepen my understanding of the traditional role and function of news media in democratic society, and from this, understand the extent to which corporate media owners and news media consumers influence the content produced and distributed, specifically within the Australian media landscape. Furthermore, in investigating this function, I intend to discern whether or not consumer influence, given they have any at all, challenges the power of institutions, or conversely, whether corporate media owners can embed their ideologies and manipulate the news information they produce to ultimately serve their vested interests.

Based upon my personal observations, I believe the relationship between corporate media owners and news media consumers has reached a disequilibrium. It is my belief that corporate media owners exert excessive control over news media content, and that thus, news content no longer fulfils its traditional role as the 'Fourth Estate', and instead, this content now serves the vested interests of corporate owners, rather than communicating messages which serve public interest. As such, I hypothesise that the institutional power of news media is predicated on duping consumer culture into passive consumption, which it does so for the purposes of sustaining and benefiting the vested interests of its corporate media owners.

In order to deepen my understanding on the complexity of this issue and analyse the relationship between my cross-cultural perspective of corporate media owners versus the consumer, I will conduct several interviews with university professors, journalists and a news media producer and through this examine and apply a range of media theories as ways of explaining and gaining both an academic understanding on this topic and to challenge my cynical and nihilistic views of institutional powers. I intend on conducting a content analysis on climate-change-related articles published by Rupert Murdoch's News Corp and The Australian, then a second content analysis on climate-change-related articles published by various Independent news firms, in hope to gain insight and interpret any ideological biases that are embedded within these articles, that may essentially reflect the vested interests inherent to these news firms. Furthermore, to inform my cross-cultural investigation, I will employ the primary research method of a questionnaire which will allow me to gain a large sample of consumer perspectives and provide me with both quantitative and qualitative data regarding micro news media consumer experiences. Moreover, the combination of these research methods is intended to offer differing and perhaps opposing perspectives of this issue and in doing so, are intended to challenge my personal belief that my cross-cultural perspective of corporate media owners and consumers are inherently separate.

By critically discerning and synthesising both my primary and secondary research I aim to further my ability to discern who really holds the power in this complex relationship between corporate media owners and consumers, and at the completion of my PIP I hope to have developed appropriate skills as a researcher as well as have an enriched sense of social and cultural literacy and active citizenship.

## HIGH DISTINCTION PIPS



### Introduction Extract B

Title: **Girls behind the games: An investigation into the Gender Disparity and Hegemonic Representations of Women in Gaming Culture and Esports.**

Student Name: **Jasleen Singh**

School: **Macarthur Girls High School**

The image that immediately comes to mind is a geeky boy roughly twelve to twenty-five years old sitting in a dark room among junk food and caffeinated drinks. Glaring at a glowing white screen, as his mouse clicks rapidly to target the enemy and a combo move is completed. Watching one... then two enemies fall to the ground: *Double kill*. Now, substitute that boy with a girl, and the entire concept becomes unusual and foreign. The reality is that the vast majority of persons disregard gender when they hear or think about the term 'gamers'.

All cultures are complex and never static, and inevitably video game culture is the same as it is diverse, intricate, and constantly evolving. The introduction of competitive gaming, known as Esports, is one of the fastest-growing areas in the video game industry that consists of professional players, or teams using technologies on a macro level to connect with audiences globally. In 2019, there was a significant increase in the global Esports viewership as 1.57 billion persons were aware of the gaming industry, as the industry saw a spike in revenue growth.<sup>1</sup> As I was watching streams of macro Esport events, I noticed that my micro level interest was lacking in persons like me - a female gamer. I started to question myself: why are female gamers considered taboo in this digital environment? Aren't persons playing behind a screen... How does gender impact their abilities to perform? The philosophy was a new concept that has formed my Personal Interest Project topic: **The Gender Disparity and Hegemonic Representations of Women in Gaming Culture.**

To begin my research, I intend to use a questionnaire, interview and a content analysis. Through the use of a content analysis of Youtube videos and Netflix documentaries about Esports communities and even representations of women within a gaming environment will enable me to illuminate my PIP from different gaming communities, perspectives and professional female opinions about their experiences within the industry. Primary research involves an online questionnaire for males and females who are deeply involved in video gaming culture. This will assist me to gain quantitative and qualitative information on their beliefs regarding the distinct gender disparity and stereotypical representation of women, creating a clear cross-cultural analysis of answers. Conducting interviews is vital for my PIP in order to understand the views on this topic from professional persons or experienced streamers. It will provide an opportunity to explore whether this prevailing gender issue by encouraging their fan base in an attempt to break or move away from contemporary stereotypes regarding women in Esports.

As a female researching the gender disparity in Esports, this investigation elucidates female players who are just as good, if not better than male gamers as an indication for change in female empowerment. I hypothesise that the cause of this gender disparity is due to the lack of knowledge, awareness or consideration of an inclusive environment. It should assist with the analysis of continuity and change as I assess gaming companies that promote or oppose female gamers participation with this digital culture. Thus, this creates social and cultural awareness in an environment that in tradition, is usually dominated by men.

<sup>1</sup> Influencer Marketing Hub. 2020. The Incredible Growth of eSports. Available at: <https://influencermarketinghub.com/growth-of-esports-stats/> [Accessed 27 July 2020].

# HIGH DISTINCTION PIPS

## PIP Section Focus: Log

### Role of the Log in the PIP

#### NESA provides some guidance on the role of the Log in the PIP:

*'The log should be based on the student's PIP diary and will be a summary (no more than 500 words) of the development of the final product, outlining the procedures undertaken in researching the topic.'*

The Log provides students with the opportunity to construct a *reflective summary* of the research procedures applied through their PIP research process. Within the Log, students will often:

- Reflect on their initial micro, meso and/or macro level inspiration for the PIP research topic
- Reflect on your initial assumptions and anticipated findings at the beginning of the PIP journey
- Reflect on the challenges and successes in gathering relevant secondary research
- Reflect on the challenges and successes in designing and carrying out different primary research methods. Did the researcher need to alter or modify any methods in order to increase the reliability and validity of the research results? E.g. cross-cultural perspectives or time. Were there any challenges in relation to social and cultural literacy?
- Reflect on the challenges and successes of analysing and interpreting research (secondary and primary) findings. How did the researcher address the challenges?
- Reflect on the process of writing up the research results and how this assisted the researcher in creating new understanding (synthesis) from the research data.
- Reflect more holistically on how the research process has allowed the researcher to develop a greater insight into their chosen topic, perhaps even altered initial assumptions or perceptions. I.e. linking to hypothesis, broader social and cultural literacy etc.

(Please note: The above dot points are not a 'checklist' of what 'must' be included in the Log. Rather, it is a suggestion of some of the key points that can be covered in the 500 word Log. It is very important when constructing each section of the PIP that you avoid repetition of key ideas across each section. I.e Introduction and Log)

#### While the PIP is assessed as a whole product against the marking criteria, the Introduction can be viewed an opportunity to demonstrate student capacity to achieve through the following areas:

- Clarify the topic, purposes and procedures of the Personal Interest Project
- Evidence that personal experience is related to public knowledge
- The appropriate use of social and cultural research methods
- Effective communication of the student's ideas to a wider audience
- Evidence of originality of design, analysis and execution
- Evidence of social and cultural literacy

#### These areas are then reflected through areas of the NESA PIP marking criteria shown below (from the top mark range):

- Demonstrates thorough and sustained synthesis of relevant ideas, issues and information relating personal experience and public knowledge
- Effectively applies social and cultural research methods to the Personal Interest Project
- Makes informed judgements on the usefulness, validity and bias of information that contributed to the Personal Interest Project

# HIGH DISTINCTION PIPS

## Role of the Log in the PIP

### Sources:

- NESAS, *Society and Culture Stage 6 marking Guidelines : Personal Interest Project (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/wcm/connect/8e151199-6a09-4b25-8184-f614a4af1557/marking-guidelines-society-and-culture-pip-nov19.pdf?MOD=AJPERES&CVID=>
- NESAS, *Society and Culture Personal Interest Project (PIP) Advice*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/personal-interest-project>
- NESAS, *Assessment and Reporting in Society and Culture Stage 6 (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/assessment-and-reporting>

Please read through HD Log Extract A 'And they're still painting privilege' and Log Extract B 'In money we trust' on the following pages.

### Questions to consider when working through the following Log extracts:

1. Select either Extract A or B. Explain how the researcher applies both personal experience and public knowledge to construct and refine their PIP topic.

Obtain a copy of pages 22–23 of the NESAS, *Society and Culture Syllabus*, (2013). This can be accessed via the NESAS Society and Culture page at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

Read through page 23 and familiarise yourself with the ten stages of the research process.

2. Go to paragraph 2 and 3 of Extract A.
  - a. Explain how the researcher is critically reflective on the processes associated with the gathering of secondary and primary research?
  - b. Make a list of the reflective language used in paragraph 2 and 3.
3. Go to Extract B. Outline the 'challenges' experienced by the researcher during the PIP research process. How did the researcher overcome these challenges?

Obtain a copy of pages 24–25 of the NESAS *Society and Culture Syllabus*, (2013). This can be accessed via the NESAS Society and Culture page at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

Read through page 24–25 and familiarise yourself with the various features of Social and Cultural Literacy.

4. Select either Extract A or B. Identify the various relevant features of Social and Cultural Literacy applied by the student.
  - a. How do you know the relevant features of Social and Cultural Literacy have been applied, rather than simply described?
5. Go to Extract A. Make a list of the fundamental, additional and related Society and Culture terms applied in the Log.
  - a. Explain how the application of a diverse range of SAC concepts assists in linking the focus of the PIP to Society and Culture.

## HIGH DISTINCTION PIPS



### Log Extract A

Title: **And they're still painting privilege: An in-depth investigation on the role of mass media and unconscious bias in the perpetuation of prejudices and racial stereotypes that influence injustices experienced by minority groups within contemporary society.**

Student Name: **Simone Yaco**

School: **St Narsai Assyrian Christian College**

My initial fascination to the reality of contrived stereotypes stemmed from my exposure to the representation of people of colour on discrete social media platforms. As the prevalence of these stereotypes progressed throughout time, my curiosity further developed. I later came across a Netflix film, titled *"The 13<sup>th</sup>"*, where my understanding of racial profiling and judiciary injustice against black people enhanced. I began questioning if there was a link between the degrading stereotypes bound to the black race and the media and if these stereotypes are what have formed the foundation of their inequity. I began writing down possible topic ideas, trying to link words together to form an inquiry question. Soon after, with the approval of my teachers, an inquiry was constructed that captured my attention the most. I began forming my hypothesis, considering the links between the media, stereotypes and the injustice prevalent today and devised my initial hypothesis to the following – *the media has been a perpetuator of racial stereotypes within society, ultimately instigating acts of injustice towards people of colour.*

I initially commenced broad secondary research on the media's influence of racial stereotypes towards the black race in America but soon after shifted my focus to include Indigenous Australians, to vocalise their issues faced as a minority within the nation. I found a spectrum of secondary sources which enabled the attainment of quantitative and qualitative public knowledge from the macro-sphere. Secondary research enabled me to obtain online books, websites and articles which encompassed academic research, permitting a greater amount of reliability in my research, strengthening my findings and broadening my understanding of my inquiry. The secondary data further directed my investigation on the media's stereotypes and institutional injustice while complimenting my primary data.

I undertook primary research as a method of gleaning personal experiences and attitudes on the nature of racial injustices. Questionnaires were issued as a scheme to obtain both quantitative and qualitative data, distributed amongst 80 participants of diverse ethnic and racial backgrounds and of various generations to allow variety in the opinions attained, making it predominantly unbiased and reliable. However, the inability for clarification of questions asked and possible misinterpretation restricted the validity, acquiring further primary research to be utilised. Three structured interviews were conducted as a means of attaining additional qualitative data. Complications arose amid the conduction of the interviews, with the current pandemic restricting my ability to conduct any local interviews in person, shifting my interviews to media platforms. Despite both primary methods yielding an ample amount of primary data, I decided to conduct content analysis to gain first-hand exposure to the racial disparities present in media forms, specifically looking at social media platform, Facebook. The results gathered from my content analysis largely corresponded with the secondary data presented, enabling validity in my work. Primary data, complimented by secondary data gathered, proved essential for this project's inquiry and enabled my enhancement as a socially and culturally literate person through my ability to empathise with the matters prevailing within other minority groups.

Through the completion of this project, the investigation has provided clarity in the inquiry and hypothesis of the research topic. This process has been enlightening, yielding a greater understanding of ethnic issues distinct from those present in my own and the importance of the issues presented. The public knowledge and personal experiences attained from this project enhanced my degree of social and cultural literacy.

## HIGH DISTINCTION PIPS



### Log Extract B

**Title: In money we trust: An investigation into the implications of the commodification of social activism on the public's perception of its capability to educate, persuade and transform.**

**Student Name: Kyoko Ichida-Griffin**

**School: Macarthur Anglican School, Cobbitty**

As a young consumer, brimming with disposable income and an irrepressible avidity for simplified politics, I find myself the target of numerous campaigns that beg for belief of the accountability and social responsibility of an assortment of corporations. Whilst I imagine myself beyond the enticement of advertising and overconsumption, the rainbow T-Shirt, #GirlPower laptop sticker, and PRODUCT(RE)D iPhone in my hand indicate otherwise. Although my parents hear my tired justification - "I'm supporting a good cause!" - endlessly, the significance of my money remains unbeknown, and frankly, inconsequential to my spending habits. This experience is not unique among my peers, despite our increasing awareness and suspicions of corporate interests as we age in an ever changing world with one apparent consistency - money. The development of my investigation topic was influenced significantly by this personal experience. Initially, my interests resided in social activism and business, and thus it appeared appropriate to investigate both matters conjointly. Throughout the development of my PIP, I found it effective to organise my material by two chapters with extensive knowledge, as opposed to three chapters of broader knowledge. Thus changes were made to the structure of my PIP as information was attained and the scope and direction of my investigation altered.

A significant proportion of my investigation revolved around the collection of secondary research to develop my hypothesis and provide a framework around which my primary research could be developed. Whilst the majority of my secondary research sources were integrated into the PIP, few were not directly mentioned, instead serving to deepen my understanding of the topics and provide background information. As the topic was not widely researched by the academic community, there existed limitations concerning the cross-generational aspect of my investigation, and thus primary research methods were employed to develop this. The first questionnaire, seeking to gain general public opinion on the topic, attained 80 responses. It aided in my understanding of the public perception of social activism, although not detailed nor in depth. Thus a second questionnaire was developed, aiming to attain in-depth knowledge and opinions, referring to contemporary social movements currently prevalent in the media. Approximately 295 responses were gained, assisting my quantifiable research significantly. A focus group consisting of students in Generation Z allowed me to attain further insight into the spending habits and opinions of young consumers, accompanying my questionnaires in investigating the cross-generational component of my PIP. Finally, an interview was conducted with Adam Johnson, biocultural anthropologist at University of Texas at San Antonio. His responses aided significantly in the development of my PIP, referring to complex terminology and concepts and thus lending reliability and authenticity to my investigation.

Through the nine month journey of completing the PIP, my personal perceptions concerning the commodification of social activism, and capitalism in general, has shifted significantly. Before conducting the investigation, my view held that corporate interests and the interests of social justice may exist harmoniously, however, I currently believe that the actions of corporations and individuals are limited in their authenticity.

# HIGH DISTINCTION PIPS

## PIP Section Focus: Central Material

### Role of the Central Material in the PIP

**NESA provides some guidance on the role of the central material in the PIP process:**

*'The central material will be in written form and may be accompanied by graphic forms such as photographs, tables, graphs and/or diagrams that should be labelled and incorporated into the text through discussion. The central material should be between 2500 and 4000 words. The central material must contain a cross-cultural perspective and address continuity and/or change. The cross-cultural perspective and continuity and/or change should be integrated in the central material of the PIP.'*

While the PIP is assessed as a whole product against the marking criteria, generally speaking, the central material is the largest component of the overall project and offers the most opportunity to meet the marking criteria. The following areas are a focus of the below extracts:

- The clarity of the topic, purposes and procedures of the Personal Interest Project
- Evidence that personal experience is related to public knowledge
- Integration of various aspects of the course into a coherent structure
- A demonstrated understanding and application of the concepts of the course

**These areas are then reflected through areas of the PIP marking criteria shown below (from the top performance band):**

- Demonstrates thorough and sustained synthesis of relevant ideas, issues and information relating personal experience and public knowledge
- Effectively applies social and cultural research methods to the Personal Interest Project
- Effectively applies and integrates social and cultural terms and concepts throughout the Personal Interest Project

#### Sources:

- NESA, *Society and Culture Stage 6 marking Guidelines : Personal Interest Project (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/wcm/connect/8e151199-6a09-4b25-8184-f614a4af1557/marketing-guidelines-society-and-culture-pip-nov19.pdf?MOD=AJPERES&CVID=>
- NESA, *Society and Culture Personal Interest Project (PIP) Advice*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/personal-interest-project>
- NESA, *Assessment and Reporting in Society and Culture Stage 6 (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/assessment-and-reporting>

# HIGH DISTINCTION PIPS

## Role of the Central Material in the PIP

**Please read through HD Central Material Extract A *'Saving or Serving - Voluntourism'* and Central Material Extract B *'Change the system not the climate'* on the following pages.**

### Questions to consider when working through the following Central Material extracts:

1. Compare the introductory paragraphs for both extracts.
  - a. Identify the aim of each extract as identified in these opening paragraphs.
  - b. Account for the differences in the approaches of each student. How does each student use different strategies in clarifying the aims of the chapter?
  - c. Which extract best uses personal reflection in the establishment of their chapter? How do you know?
2. Select one paragraph across both extracts that you feel best illustrates integration and synthesis of ideas and evidence.
  - a. Explain how the student has used sentence structure and connective terms in achieving this.
  - b. Explain how achieving synthesis and integration is more than simply 'putting a bunch of evidence together in a paragraph'
  - c. Explain how the student makes judicious choices in the selection of quantitative and qualitative evidence to back up their claims
3. Read the extracts with particular attention to how the student has applied course concepts and terminology.
  - a. Identify 5 examples when the student has effectively applied course concepts
  - b. Explain how the student is able to employ conceptual language to strengthen or clarify their written communication.
  - c. Identify which areas of the Preliminary and HSC course content are most relevant to each extract. How does the student make these connections clear?

## HIGH DISTINCTION PIPS



### Central Material Extract A

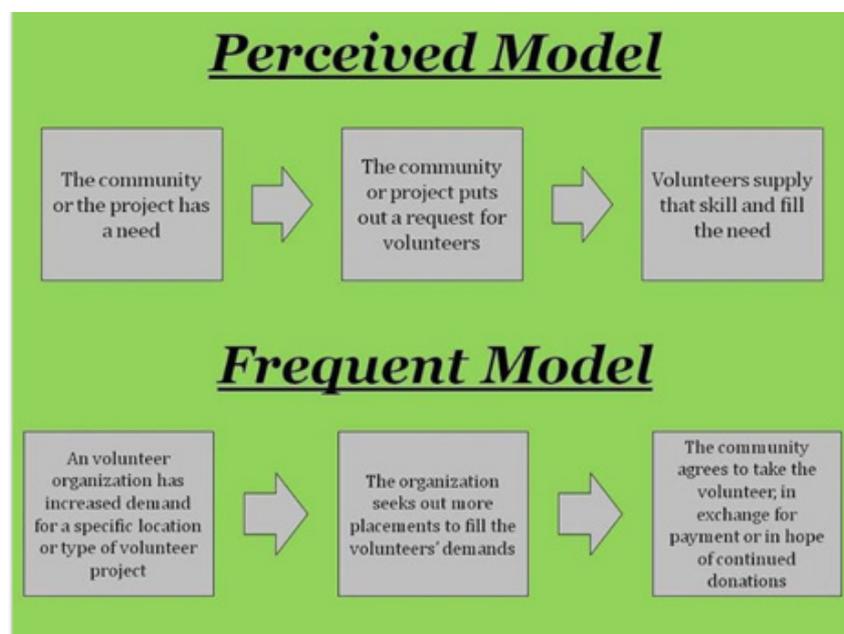
Title: **Saving or Serving – Voluntourism: An investigation into the problematic nature of the voluntourism industry and the associated repercussions for the communities deemed in need**

Student Name: **Madison Wilson**

School: **Willoughby Girls High School**

### Chapter Four

*Positive Potential: The Future of Voluntourism*



*Learning.service.[2019]. Instagram.com.*

#### Chapter 4

The dramatic and continuing growth in the prevalence of globalised International volunteering is reflective of the “prevailing desire amongst a growing cohort of consumers to avoid conventional mass tourism”<sup>[2]</sup>. Due to shifting consumer values and demand for experiences with an altruistic narrative, the voluntourism industry will continue to strengthen. Therefore, the purpose of this chapter is to explore the future of voluntourism and ways in which the core values presented by the industry can shift to play a more sustainable role in the future of Global Development.

The Covid-19 global pandemic has had a dramatic and likely transformative impact on the voluntourism industry, which will bring about long term change. With travel bans placed by subsequent governments at the macro level halting all forms of international volunteering. As highlighted in my interview with Projects Abroad Project manager Duncan Curnow stating “Covid-19 has halted our projects completely.”<sup>[3]</sup> However while international volunteering has been stopped the pandemic has sparked a surge in volunteering at the local level with “millions of people sharing their time, skills and knowledge to support their fellow self-isolators”<sup>[4]</sup>. This means that communities in both the Global South and Global West are working on community-based solutions themselves.

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## Central Material Extract A

The wide-ranging effect of the pandemic on the travel industry has resulted in a job loss across the world on a macro scale. This means that the business model of voluntourism is no longer practical, as described in my interview with Dr. Simone Faulkner, "I work with an organization in Cambodia and we are devastated by this."<sup>[5]</sup> The business model of voluntourism is now defunct as described in my interview with Claire Bennett, "The unethical organisations could go out of business because they only interested in profit and there is no profit right now."<sup>[6]</sup> This, however means that in order for the travel industry to restart after the economic and social readjustment caused by Covid-19, unethical practice might be prominent as expressed in my interview with Dr. Simone Faulkner "I am worried that there will be lots of loop holes that are jumped through and unethical practice."<sup>[7]</sup> with financial incentives at risk of outweighing the ethical concerns of society and the environment. Despite concern over future unethical practice in response to Covid-19, Claire Bennett also highlights the pandemic as a chance for "people to reflect and take a critical view of this whole sector, and what we might find is people are going back and reconsidering travel in general."<sup>[8]</sup> Thereby the Covid-19 pandemic may have a transformative impact on the way volunteer travel is conducted, implemented and conceived.

In order for voluntourism to have the positive and wide-ranging effect it was formed to achieve a major shift must occur in the de-commodification of volunteering. This major reforming of voluntourism would mean "tourist operators step away from a solely profit-orientated business plan to include a more holistic approach."<sup>[9]</sup> This approach means that accountability must be insured between volunteer sending organisations and host communities, as to allow communities to identify their priorities and areas of need rather than uniform projects based off volunteer demand. The current commodified nature of voluntourism means that power dynamics are asserted and upheld as discussed in my interview with Pippa Biddle, "At home, when volunteers and recipients live among each other and their lives overlap, it's possible for these power dynamics to be eroded or even swapped. This isn't possible in voluntourism, where voluntourists come and go because they have bought into a commercial tourism product that is by its very definition, short term."<sup>[10]</sup> Greater ethical considerations combined with the decommodification of the industry will break down existing power dynamics and Western superiority.

<sup>[1]</sup> Bennett, C. Collins, J. Heckscher, Z. Papi-Thornton, D. [2018] *Learning service, the essential guide to volunteering abroad*. Red Press. Cornwall England. P177

<sup>[2]</sup> Ong, F. Lockstone-Binney, L. King, B. Smith, K. [2014] *The Future of Voluntourism in the in the Asia Pacific Region. Alternative Prospects*. Research Gate. The Scale and Scope of Voluntourism. P3.

<sup>[3]</sup> Interview, Duncan Curnow, See Appendix C

<sup>[4]</sup> O'brien, J. [2020] *Opinion: The future of volunteering in the corona virus era*. Devex.

<sup>[5]</sup> Interview, Dr. Simone Faulkner, see appendix E

<sup>[6]</sup> Interview, Claire Bennett, see appendix F

<sup>[7]</sup> Interview, Dr. Simone Faulkner, see appendix E

<sup>[8]</sup> Interview, Claire Bennett, see appendix F

<sup>[9]</sup> Wearing, S. McGeeHee, N. [2014]. *International volunteer tourism: integrating travellers and communities*. Chapter 8, P128.

<sup>[10]</sup> Interview, Pippa Biddle, see appendix D

<sup>[11]</sup> D, Papi-Thornton. [2012]. *What's wrong with Volunteer Travel?* TEDxOxbridge. Ted Talks.

<sup>[12]</sup> Interview, Claire Bennett, see appendix F

<sup>[13]</sup> Ibid, see appendix F

<sup>[14]</sup> Bennett, C. Collins, J. Heckscher, Z. Papi-Thornton, D. [2018] *Learning service, the essential guide to volunteering abroad*. Red Press. Cornwall England. P60

<sup>[15]</sup> Interview, Dr. Simone Faulkner, see appendix E

<sup>[16]</sup> Bennett, C. Collins, J. Heckscher, Z. Papi-Thornton, D. [2018] *Learning service, the essential guide to volunteering abroad*. Red Press. Cornwall England. P107

## HIGH DISTINCTION PIPS



### Central Material Extract B

Title: **Change the system not the climate: An investigation into the social and ideological nature of the ecological crisis, and the need for radical structural change.**

Student Name: Louis Valente

School: Freshwater Senior Campus

## CHAPTER IV – Resist! A Better Future is Possible!

### Anarchist Currents and the Interconnectedness of Being

In realising that the threat of ecological collapse is inherent to the social structures and economic system of contemporary society, I was personally overcome by a sense of nihilistic pessimism – a state of anxiety, and dread which replaced my idealism and enjoyment of the natural world with angst, ambiguity and a misanthropic sense of hopelessness.<sup>[78]</sup> This emotional response to the ecological situation provoked me to question and thus challenge the dominant ideologies which currently shape and define our interactions with nature, and in doing so, seek to understand the structural and ideological preconditions necessary for the aversion and ultimate resolution of the ecological crisis.

In perceiving society, its institutions, and its associated ideologies as unchangeable entities which are the products of a seemingly fixed human nature, we re-produce the power structures which exist to serve the vested interests of the elite. However, a rejection of these reified human-made institutions is becoming increasingly evident as anarchist currents gain traction in mainstream global protests and ecological movements such as Extinction Rebellion (XR), Earth First!, and the Green Anti-Capitalism Front (GAF). These anarchist currents revolve around the perspective of social ecology and deep ecology, and their applications to anarchist, libertarian socialist and environmental philosophy<sup>[79]</sup>. I would argue that this emergence of anarchist currents within the environmentalist ideology is an appropriate response to the lack of agency and potential for instigating change under capitalism and the bureaucratic and legislative power of the state. In interviewing John Warwick from the Green Anti-Capitalist Front regarding GAF's aims and principles, Warwick stated that their primary aim is to "avert climate catastrophe by destroying capitalism", which he ultimately argued is the "root cause" of the ecological crisis.<sup>[80]</sup> Furthermore, Warwick stated that in the short term, GAF hoped to "unite disparate groups to form a broad coalition for actions that highlight the role of capital and the state in facilitating the ecological crisis."<sup>[81]</sup>

Whereas ecocentric social ecologist groups are seen as revolutionist, and oppose the social structures and economic systems underpinning society, anthropocentric environmentalist groups such as the 'Greens Party' and the 'International Union for Conservation of Nature' (IUCN) seek to reform capitalism and make it more 'green'. This anthropocentric approach correlates with the response of a Generation X participant, who stated "I don't think it's a problem with capitalism" and that instead we should "let capitalism run its course, the markets will adjust".<sup>[82]</sup> However, for social ecologists, the notion of ecological capitalism is quite literally impossible. Libertarian socialist Takis Fotopoulos argues that "the main reason why the project of 'greening' society is merely a utopian dream lies in a fundamental contradiction that exists between the logic and dynamic of the growth economy, on the one hand, and the attempt to condition this dynamic with qualitative interests"<sup>[83]</sup> on the other.

# HIGH DISTINCTION PIPS

## Central Material Extract B

Whilst this aligns with my perspective, I have begun to question whether given this limited timeframe and the urgent change needed for the aversion of climate ‘tipping points’, as well as the lengthy timeframe which would be required to facilitate radical social change, reformist change may be our best temporary solution. This shift in beliefs correlates with interviewee McGinty’s assertion in our interview: “I do not believe that capitalism can be reformed to the extent necessary... I hope it can be, but I don’t see us ending capitalism in time to save the planet.”<sup>[84]</sup> In regards to this statement, GAF interviewee Warwick acknowledged other environmentalist movements “who feel they must frame their arguments within the current system both to attract wider support and to affect change in the short timescales needed.”<sup>[85]</sup> Warwick went on to explain that whilst “there is more merit in these arguments, this approach can only ever partially solve the problem.”<sup>[86]</sup>

<sup>[78]</sup> Personal reflection (2020)

<sup>[79]</sup> Interview with John Warwick from the Green Anti-Capitalist Front, author of the Anarchist Federation’s pamphlet; ‘Capitalism Is Killing the Planet, An Anarchist Guide to Ecology’. (2020)

<sup>[80]</sup> Ibid, in response to the question “What are the aims of the Green Anti-Capitalist

<sup>[82]</sup> Focus group with 6 Generation X teachers and 6 Generation Z students (23/06/2020), 12 out of 12 respondents agreed to the statement response to the question “What do you think the role of a capitalism is in the ecological crisis?”

<sup>[83]</sup> Fotopoulos, T. (1995). Development or Democracy?. *SOCIETY & NATURE (The International Journal Of Political Ecology)*, 3(1), 21. Retrieved 22 July 2020, from.

<sup>[84]</sup> Interview with Pat McGinty, History and Politics at the University of Sydney. (2020) In response to the question: “Do you think we revolution is possible given the current timeframe?”<sup>[85]</sup> Interview with John Warwick from the Green Anti-Capitalist Front, author of the Anarchist Federation’s pamphlet; ‘Capitalism Is Killing the Planet, An Anarchist Guide to Ecology’. (2020)

In response to the question: “Why do you think other environmental activists and campaigns avoid discussing capitalism’s role in the crisis?”

<sup>[86]</sup> Ibid

## HIGH DISTINCTION PIPS

### PIP Section Focus: Central Material

#### Role of the Central Material in the PIP

##### NESA provides some guidance on the role of the Log in the PIP:

*'The central material will be in written form and may be accompanied by graphic forms such as photographs, tables, graphs and/or diagrams that should be labelled and incorporated into the text through discussion. The central material should be between 2500 and 4000 words. The central material must contain a cross-cultural perspective and address continuity and/or change. The cross-cultural perspective and continuity and/or change should be integrated in the central material of the PIP.'*

##### Within the Central Material, students often:

- Directly address key aspects of their research question and hypothesis by applying a range of quantitative and qualitative data. I.e. gathered from both primary and secondary research
- Critically reflect on the reliability and validity of data gathered from both primary and secondary research
- Integrate both personal experience and public knowledge
- Apply and integrate a range of relevant social and cultural concepts and terms
- Clearly and comprehensively integrate continuity and/or change
- Clearly and comprehensively integrate the chosen cross-cultural perspective

(Please note: The above dot points are not a 'checklist' of what 'must' be included in the Central Material. Rather, it is a suggestion of some of the key points that can be covered in the 500 word Log. It is very important when constructing each section of the PIP that you avoid repetition of key ideas across each section. I.e Introduction and Log)

##### NESA advice regarding the use of chapters in the Central Material:

*There is no recommendation on using chapters in the PIP. However, students need to be aware that they are being assessed on their ability to write coherently and logically, which means that their central material needs to be organised and sequenced logically. Chapters that focus on particular themes or subheadings may help to enhance the clarity and coherence of a student's work.*

##### While the PIP is assessed as a whole product against the marking criteria, the Central Material is a significant section that can be used to demonstrate student capacity to achieve through the following areas:

- The clarity of the topic, purposes and procedures of the Personal Interest Project
- A demonstrated understanding and application of the concepts of the course
- The appropriate use of social and cultural research methods
- The accuracy and relevance of the subject matter for the purposes of the Personal Interest Project
- A demonstrated knowledge and understanding of viewpoints different from the immediate culture of the student
- A demonstration of how continuity and/or change have been addressed
- Conclusions that proceed from the stated introduction and arguments presented in the Personal Interest Project
- Evidence that personal experience is related to public knowledge
- Effective communication of the student's ideas to a wider audience
- Evidence of originality of design, analysis and execution Evidence of social and cultural literacy

# HIGH DISTINCTION PIPS

## Role of the Central Material in the PIP

These areas are then reflected through areas of the NESAs PIP marking criteria shown below (from the top mark range):

- Demonstrates thorough and sustained synthesis of relevant ideas, issues and information relating personal experience and public knowledge
- Effectively applies social and cultural research methods to the Personal Interest Project
- Makes informed judgements on the usefulness, validity and bias of information that contributed to the Personal Interest Project
- Effectively applies and integrates social and cultural terms and concepts throughout the Personal Interest Project
- Comprehensively addresses cross-cultural perspectives and continuity and/or change
- Presents a clear, coherent and well-structured Personal Interest Project that demonstrates highly effective communication, incorporating accurate and appropriate language and, where applicable, graphic forms

### Sources:

- NESAs, *Society and Culture Stage 6 marking Guidelines : Personal Interest Project (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/wcm/connect/8e151199-6a09-4b25-8184-f614a4af1557/marking-guidelines-society-and-culture-pip-nov19.pdf?MOD=AJPERES&CVID=>
- NESAs, *Society and Culture Personal Interest Project (PIP) Advice*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/personal-interest-project>
- NESAs, *Assessment and Reporting in Society and Culture Stage 6 (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/assessment-and-reporting>

Please read through HD Central Material Extract A 'The making of the other' and Central Material Extract B 'Racism and Representation through the Pigeonhole' on the following pages.

### Questions to consider when working through the following Introduction extracts:

1. Read through Extract A.
  - a. Using different coloured highlighters, identify the different research methods (both primary and secondary) being applied in the extract.
  - b. What do you notice about how the different research methods are applied throughout the extract?
  - c. How does the researcher 'apply' and 'integrate' their research results as evidence to support their key ideas, rather than simply 'using' or 'describing' them?
2. It is important in the Central Material to critically analyse your research results. Within NESAs Glossary of Key Words, to analyse is defined as:
 

*"Identify components and the relationship between them; draw out and relate implications"*

  - a. Read through Extract A and circle sections where the researcher is engaging in analysis of their primary and secondary research findings.
  - b. Make a list of the language and phrases used in analysis within Extract A.

# HIGH DISTINCTION PIPS

## Role of the Central Material in the PIP

3. Read through Extract B.
  - a. Circle the various fundamental, additional and related concepts contained in the extract.
  - b. Locate the following sentence in the extract:
 

*This allows us to suggest that on the macro level, many non-Indigenous filmmakers are culturally unaware, at times abusing their power to perpetuate stereotypes that have become a conformist set of ideas in contemporary society.*

How does the researcher 'integrate' and 'apply' society and culture concepts in the example above? How is the application of concepts different from the 'use' of concepts?
4. Read through both Extract A and B. Consider how the researchers engage in synthesis throughout their chapter.
 

*Creating synthesis can be viewed as the process of combining information and ideas from different sources to create new understanding.*

  - a. Underline examples of synthesis in Extract A and Extract B.
  - b. Is there anything you notice about the relationship between 'analysis' and 'synthesis'?
  - c. Are there any differences in where examples of synthesis are located in Extract A and Extract B? Why would a researcher do this?
5. Refer to Extract B.
  - a. How does the researcher explore the concept of time (continuity and/or change)? Could a future element be relevant to your PIP research topic?

## HIGH DISTINCTION PIPS



### Central Material Extract A

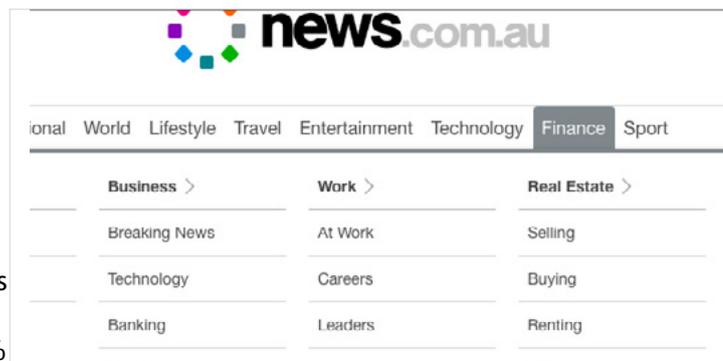
Title: **The making of the other: An investigation into the role of the media in maintaining the process of othering, with a specific focus on perceptions of Indigenous Australians and women in the workforce.**

Student Name: Jessica Beutum

School: Emanuel School

**The extract below has been taken from Chapter 2: Do men own the most powerful source of socialisation? An investigation the role of the media in *othering* women in the workforce**

It can be argued women have been presented as subservient and with a 'lesser' status to men in the media. This construction is because men dictate mainstream stories by dominating the journalism industry. Suzanne Franks, professor of Journalism at City University London explains that the number of females in journalism has seen a minimal increase since 1901, growing from around 9% to 37% in 2020. Franks continued to explain that the male authority over the 'newsworthy' content has led to a lack of female voices in the media.<sup>1</sup> This masculine hegemony arguably may account for the continued process of *othering* females in the media.<sup>2</sup>



I wanted to understand how a male-dominated journalism industry presented the female as a lesser identity in modern society. I utilised a content analysis, analysing 400 articles on the nature of female representation in the media from news.com online.<sup>3</sup> I focused on categories within Finance such as "At Work", "Leaders" and "Careers" (See figure 1 for categories of analysis).<sup>4</sup> In analysing the 'At Work' category, I found that only 25% of the articles in the sample pool mentioned women. Similarly, in the 'finance' category, women were mentioned in 10% of the articles.<sup>5</sup> In multiple of these articles, women were labelled as '*insane*' and '*inappropriate*'.<sup>6</sup> My findings show that authors in the 'At Work' category were 70% male.<sup>7</sup> As such, I can consider that men are the primary demographic responsible for the characterisation of women in the workforce, reinforcing the notion that men have the power to dictate women's status in the workforce. The underrepresentation of women as the focus of articles suggests that this media source is accountable for the *othering* of women through tactics of exclusion. Academic research by Tonny Krijnen from Erasmus University Rotterdam has indicated that the stereotyping and underrepresentation of women in the media has continuously led to the 'symbolically alienating' women.<sup>8</sup> This notion was consistent across multiple categories, including the category 'Leaders', where I observed that women were only mentioned 16% of the time.<sup>9</sup> I also noted that women were often introduced with the title of 'wife of' while men were referred to by their full names, suggesting women have less status than men.<sup>10</sup> This description of women as the subservient *other* corresponds with Fowler's interview, where she explains "*there are many ways that women have been labelled and characterised in the media. For example, a woman will be labelled a mother, yet a high-flying businesswoman*".<sup>11</sup> A further content analysis conducted by the Erasmus University Rotterdam reinforced this clear pattern of *othering*. The study reveals that the media often

# HIGH DISTINCTION PIPS

## Central Material Extract A

undermines female success by presenting women in the domestic sphere ‘as mothers or sisters’ rather than as businesswomen, workers or executives. Conversely, men are consistently represented as the breadwinner in the media.<sup>12</sup>

From my interviews with Fowler and my content analysis, women were revealed to be dismissed and misrepresented by the media. Due to stereotyping, labelling and minimisation, the female voice has been “dimmed” by media co-operations such as news.com.au and the Australian Financial Review.<sup>13</sup>

<sup>14</sup>In turn, as the media is a significant agent of socialisation, women are often socialised into building their identity on what they lack in comparison with men. It can be argued that the perpetrator of gender-based *othering* is found within the gendered social roles presented by the media and gender-biased opportunities in journalism.<sup>15</sup> There is still much progress to be made before women are seen as equal and not the *other* in the media.

From my research, it has become apparent that there is a responsibility for industries that influence socialisation to accommodate a more equal and inclusive image of these marginalised identities. The modulation of these issues has been concentrated on the continuities of gender identity, gender-based authority, socialising forces of the patriarchy, and the interaction between the desire for change and pressing continuities. As my generation becomes more socially aware, the future might open opportunities for drastic changes. So, I ask myself, what is the future role of the media in dictating minorities into the category of the *other*?

<sup>1</sup> Franks, S. (2014). Women in Journalism: Backwards, Forwards Onwards, Upwards – Sometimes Sideways. Media Report to Women, 42(2), 12-18. [online] Available at <https://reutersinstitute.politics.ox.ac.uk/sites/default/files/research/files/Women%2520and%2520Journalism.pdf>.

<sup>2</sup> Franks, S. (2014). Women in Journalism: Backwards, Forwards Onwards, Upwards – Sometimes Sideways. Media Report to Women, 42(2), 12-18. [online] Available at <https://reutersinstitute.politics.ox.ac.uk/sites/default/files/research/files/Women%2520and%2520Journalism.pdf>.

<sup>3</sup> Content Analysis of News.com.au conducted on 16/2/2020–20/2/2020

<sup>4</sup> Content Analysis of News.com.au conducted on 16/2/2020–20/2/2020

<sup>5</sup> Content Analysis of News.com.au conducted on 16/2/2020–20/2/2020

<sup>6</sup> Content Analysis of News.com.au conducted on 16/2/2020–20/2/2020

<sup>7</sup> Content Analysis of News.com.au conducted on 16/2/2020–20/2/2020

<sup>8</sup> Krijnen, T. (2020). Gender and Media. Erasmus University Rotterdam, The Netherlands. [online] Available at <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781119429128.iegmc016>.

<sup>9</sup> Content Analysis of News.com.au conducted on 16/2/2020–20/2/2020

<sup>10</sup> Content Analysis of News.com.au conducted on 16/2/2020–20/2/2020

<sup>11</sup> Interview with Louise Fowler, a journalist at the Financial Review conducted on February 20th, 2020

<sup>12</sup> Krijnen, T. (2020). Gender and Media. Erasmus University Rotterdam, The Netherlands. [online] Available at <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781119429128.iegmc016>.

<sup>13</sup> Interview with Louise Fowler, a journalist at the Financial Review conducted on February 20th 2020

<sup>14</sup> Content Analysis of News.com.au conducted on 16/2/2020–20/2/2020

<sup>15</sup> Krijnen, T. (2020). Gender and Media. Erasmus University Rotterdam, The Netherlands. [online] Available at <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781119429128.iegmc016>.

## HIGH DISTINCTION PIPS



### Central Material Extract B

Title: **Racism and Representation through the Pigeonhole: An investigation into the ways in which the misrepresentation of Indigenous Australians within film media perpetuates misinformed cultural stereotypes throughout society**

Student Name: Flynn Poelmann

School: Barrenjoey High School

**The extract below is taken from Chapter 2: Analyse current stereotypical perceptions of Indigenous Australians in film and explore probable future directions for the social issue.**

The ramifications of the continuing barrage of ignorance surrounding Indigenous culture has created a difficult dynamic in which authentically altering these negative perceptions has become almost impossible (36). Non-Indigenous male director Steve Jodrell, in his production of the film *Tudawali* (1988) stated “It is extremely difficult for commercially distributed films to break out of the framed stereotypes and to resist the simple reproduction of stereotyped characters...” (37). Following this, interviewee Jeff McMullen voiced that “conformity and racial stereotypes are simply a construct of ignorance toward seeing the complexity of the Aboriginal and Torres Strait Islander lifestyle.” (38) This allows us to suggest that on the macro level, many non-Indigenous filmmakers are culturally unaware, at times abusing their power to perpetuate stereotypes that have become a conformist set of ideas in contemporary society. When compared, the two forms of research demonstrate the new understanding that the relentless barrage of negativity may not only stagnate Indigenous efforts toward achieving equality through the power of film, but also encourage non-Indigenous directors and producers to continue unethical filmic practices that reinforce cultural stereotypes. In addition Jeff McMullen maintains that “both film and mass media, in a daily sense, convey so much negativity that it shapes the policy making itself” (39). This reinforces the understanding of why negativity in the media has contributed to the lack of change towards stereotyping and appropriation. Aspects of the Bandura social learning theory are clearly illustrated in both research methodologies as society is subconsciously exposed to the consistent misrepresentation of Indigenous Australians in film media. Over time these stereotypes have aided in forging inaccurate perceptions within popular culture and influenced personal and social identity of individuals. With negative values widely persistent in popular culture, individuals have been socialised with these attitudes leading to the continuation of cultural stereotyping and discrimination (40). With this in mind, the assumption is made that the values and attitudes associated with discriminatory stereotypes within an environment will subconsciously be adopted by younger individuals. This, in turn, lends itself to the development of negative values toward Indigenous Australians and the continuation of racial discrimination.

Many social researchers argue that today’s younger generations have been socialised by the values and attitudes shared by parents (41). This leads us to assume that they have, in turn, adopted similar negative perceptions on Indigenous Australians abiding by alike stereotypes. An idea as to why this racial prejudice may continue to exist in the future is provided by Margaret Hagerman who believes that younger generations are the leading hope we have in terminating racism all together, yet acknowledges concerns that society may already be too late (42). Essentially, the research suggests that younger Australian generations may already be corrupted by the derogatory stereotypes implemented in modern film and media. My questionnaire posed toward Generation Z displays that on average, more than 85% of young adults and teenagers, who possess the potential to terminate racism in the future, already possess negative perceptions of Indigenous Australians as ‘primitive beings’ that are uncivilised (43). Another aspect of this concept is evident through the ideas of Jeff McMullen including: “The younger generations may have the ability to look past appropriation and

## HIGH DISTINCTION PIPS

### Central Material Extract B

inturn understand the Indigenous cultures struggle, but only if they have not yet been influenced by the traditional stereotypes set by the past.” (44) This confirms the initial idea that without change, upcoming generations will continue the racist values and discrimination against Indigenous Australians. Unfortunately, during my research I consistently found that slow rates of change in both public policy and film may indicate negative representations of Indigenous communities in Australian film in the future. It is arguable that if the continuation of cultural appropriation and stereotyping does not terminate, the continued exclusion of Indigenous Australians as a social group will become an inevitable Outcome (45). Until socially normalised stereotypes are overcome, the overwhelming negativity towards Indigenous Australians will continue, no matter how often society’s contextual terrain Shifts (46). If these social values and attitudes are not challenged with the power younger generations possess, the film industry will show a continuum in creating inaccurate representations of Indigenous people in popular culture. In turn, this will create an infinite cycle of racial discrimination on both meso and macro levels until accurate perceptions are voiced within films to change the social values they divulge. If society is to find a way of reconstructing the representation of the Aboriginality in film, it will be through supporting Indigenous storytelling and utilising the power of younger generations to influence social change.

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36 Primary Research - Interview with Jeff McMullen, Australian filmmaker and Indigenous advocate on the topic of the stereotyping of Indigenous Australians in the film Industry [conducted on the 26th april 2020]

37 Korff, J., 2018. *Tudawali* (Film). [online] *Creative Spirits*. [Accessed 7 June 2020].

38 Primary Research - Interview with Jeff McMullen, Australian filmmaker and Indigenous advocate [conducted on the 26th April 2020]

39 Primary Research - Interview with Jeff McMullen, Australian filmmaker and Indigenous advocate [conducted on the 26th april 2020]

40 DeBusk-Lane, M., 2016. *Prejudice And Discrimination Is Learned*, Applied Social Psychology (ASP). [online] Sites.psu.edu. [Accessed 7 June 2020].

41 Ross, N., 2017. *The Effects Of Family Culture On Family Foundations*. [online] Council on Foundations. [Accessed 19 July 2020].

42 Hagerman, M., 2018. *Are Today's White Kids Less*

*Racist Than Their Grandparents?* [online] The Conversation. [Accessed 8 June 2020].

43 Primary Research - questionnaire targeted at Generation Z to identify the acceptance of stereotypes by societies younger generation and assess the values and attitudes held Indigenous Australian [conducted on 10th May 2020]

44 Primary Research - Interview with Jeff McMullen, Australian filmmaker and Indigenous advocate [conducted on the 26th april 2020]

45 Dick, D., 2017. *Social Determinants And The Health Of Indigenous Peoples In Australia*. [online] Humanrights.gov.au. [Accessed 9 June 2020].

46 Turner, G., 2020. *Breaking The Frame: The Representation Of Aborigines In Australian Film*. [online] Ro.uow.edu.au. [Accessed 1 June 2020].

# HIGH DISTINCTION PIPS

## PIP Section Focus: Conclusion

### Role of the Conclusion in the PIP

**NESA provides some guidance on the role of the conclusion in the PIP process:**

*'The conclusion requires a statement (no more than 500 words) of what the student learnt from the Personal Interest Project.'*

In bringing their PIP to a cohesive conclusion, students will often address the research question or statement holistically, and may address the focus question or hypothesis of each chapter in the central material. They should be able to bring the aim of their project to a clear conclusion based on the research and evidence presented across the project. Part of this process may include commenting on what they were able to glean from their primary research methods and how they might have been important in bringing their PIP to a close. It may also be appropriate for a student to reflect briefly on their perceived development of personal and social literacy, and the future directions of research in this field.

**While the PIP is assessed as a whole product against the marking criteria, generally speaking, the conclusion is an opportunity to demonstrate student capacity to achieve through the following areas:**

- Conclusions that proceed from the stated introduction and arguments presented in the Personal Interest Project
- Evidence that personal experience is related to public knowledge
- Evidence of social and cultural literacy.

**These areas are then reflected through areas of the PIP marking criteria shown below (from the top mark range):**

- Demonstrates thorough and sustained synthesis of relevant ideas, issues and information relating personal experience and public knowledge

#### Sources:

- NESA, *Society and Culture Stage 6 marking Guidelines : Personal Interest Project (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/wcm/connect/8e151199-6a09-4b25-8184-f614a4af1557/marketing-guidelines-society-and-culture-pip-nov19.pdf?MOD=AJPERES&CVID=>
- NESA, *Society and Culture Personal Interest Project (PIP) Advice*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/personal-interest-project>
- NESA, *Assessment and Reporting in Society and Culture Stage 6 (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/assessment-and-reporting>

# HIGH DISTINCTION PIPS

## Role of the Conclusion in the PIP

Please read through HD Conclusion Extract A '*Sign of the Times*' and Conclusion Extract B '*Onnara-She: Gendered Language in Japan*' on the following pages.

### Questions to consider when working through the following Introduction extracts:

1. Highlight the key concepts applied throughout each extract. Explain how the student has effectively 'applied' these concepts as opposed to simply 'using' them in their writing.
2. Highlight the central hypothesis of both extracts. Account for the outcomes of both projects relative to their central hypotheses. Did they find what they anticipated to find?
3. Both extracts employ language effectively to indicate judgement and evaluation. Highlight the evaluative language throughout each extract. How does each student effectively use language of judgement to bring their PIP to a conclusion?
4. Select one extract and demonstrate how it effectively demonstrated a synthesis of ideas to come to a holistic conclusion of their project.
5. Account for how Extract A explains the strengths and limitations of their primary methods
6. Explain how the student from Extract B effectively and explicitly demonstrated their development of social and cultural literacy.

## HIGH DISTINCTION PIPS



### Conclusion Extract A

**Title: Sign of the Times: Despite perceptions of youth shallowness and apathetic political engagement, moral conservatism from government institutions has prompted a deeply engaged youth population.**

**Student Name: Michelle Foerderer**

**School: Willoughby Girls High School**

The adverse representation of young people in traditional media has impacted the inclusion of young people in the dialogue of formal politics, as government institutions dismiss young led protests surrounding key social issues<sup>[1]</sup>. Heightened politicisation of macro media sources and platforms have shaped young people's socialisation, as social media establishes the ability to explore differing worldviews. My PIP examines the complexities of why the negative perception of young people has led to the dismissal of their political perspectives, and how this has resulted in an invested youth population in politics.

An investigation was undertaken into the hypothesis, "*Despite perceptions of youth shallowness and apathetic political engagement, moral conservatism from government institutions has prompted a deeply engaged youth population.*" The hypothesis has been proven accurate to a great extent, due to the significant increase in young people participant and engagement with recent political movements, and seeming to continue to escalate, as shown throughout primary and secondary research. This subject has been proven inherently influenced by the socialisation of younger generations, Millennials and Gen Z, in social media and online platforms to have been a critical part of creating the in-depth interest and vocal point of view in formal politics. Thus, despite traditional media's portrayal of young people as 'shallow' and 'apathetic' and protesting seen as a generational rite of passage in adolescence, today's young people are turning to alternative methods of contributing to politics.

Various evidence was collected and utilised through four quantitative and qualitative methods of research. I conducted a questionnaire<sup>[2]</sup> which was extremely important in obtaining an understanding of generalised opinions of the current rise in young people being politically vocal. However, there was a location and gender bias present as it only encapsulated a meso level analysis. A content analysis<sup>[3]</sup> further explore the hypothesis, through the examination of Scott Morrison's speech in Australia parliament and Tweets by Maxime Bernier, which presented valuable insight into the moral conservatism in government establishments which oppose young people's political out cry. Nevertheless, it must be noted that this shows a small sample of the political figures and was bias due to its rather subjective analysis. To add academic perspective on the topic, I interviewed Professor Robyn Broadbent<sup>[4]</sup> and Dr. Steward Jackson.<sup>[5]</sup> These interviews provided excessive understanding of academic and qualitative perspectives on young people's interaction with politics. Nonetheless, these interviews are limited through their interpretation of the questions asked. Furthermore, a micro focus group<sup>[6]</sup> was undertaken to outline varying perspectives and understandings of the future of physical protesting and the role that social media has in increased social movements. Yet, this only highlighted a micro scale study and age bias as all the respondents were in the age bracket of young people.

Through development of this PIP, I was able to demonstrate and adopt a more critical lens when discerning the media, whilst understanding how the media has shaped the view of young people in the political sphere, leading to the rejection of young people's political outlooks in the wider society.

<sup>[1]</sup> Jennings-Edquist, G. 2019. Young people care deeply about politics (even if they can't get excited about the election) - ABC Life. *ABC News*. [online] 5 Apr. Available at: <https://www.abc.net.au/life/do-young-people-care-about-politics/10905604> [Accessed 13 Jun. 2020].

<sup>[2]</sup> Questionnaire, See appendix A

<sup>[3]</sup> Content analysis, See appendix B and C

<sup>[4]</sup> Interview, See appendix D

<sup>[5]</sup> Interview, See appendix E

<sup>[6]</sup> Focus group, See appendix F

## HIGH DISTINCTION PIPS



### Conclusion Extract B

**Title: Onnara-She Gendered Language in Japan: A critical evaluation of gendered language in Japanese and the implications that it holds for feminine stereotypes in Japan.**

**Student Name: Molly Robinson**

**School: Jindabyne Central School**

As a result of this investigation I have gained an appreciation of how Japanese gendered language contributes to the patriarchal values present in Japanese society. Women's language perpetuates a rigid stereotype of femininity in micro-level interactions which result in the patriarchal structure of the macro world. The PIP journey has allowed me to conceptualise the larger role that gender stereotypes play in organising the conformance to Japan's collectivistic society. This was achieved through the synthesis of primary and secondary research, and the evaluation of how gendered language contributes to the Japanese perception of femininity.

My hypothesis was ultimately proven, as I discovered harmful cognitive impacts that Japanese women's language has on the formal construct of gender. Research I attained continued to inform my hypothesis by demonstrating the generational shifts that are gradually taking place in the value and expectation for the use of Japanese gendered language. Japanese women's language projects an indirect and subdued identity upon females that perpetuates a ideological perception of femininity. This perception is detrimental to gender equality and at odds with the values of feminism.

The majority of primary and secondary research was reasonably supportive of my hypothesis. Secondary research was advantageous in consolidating my Interview and Questionnaire as most of the data attained was complementary. These various perspectives were valued. In retrospect, my Questionnaire proved most advantageous in identifying stereotypes and gaining public knowledge and my Interviews provided me with understanding from expert linguists. This was useful in the socio-cultural insight that they gave. With the benefit of hindsight, I think it would have been beneficial to analyse gendered language also from the perspective of masculine stereotypes to compare its effects on both males and females.

This investigation contributed to a greater appreciation of the society and culture course and a broader understanding of its relevance in contemporary society. This learning experience has allowed for me to increase my awareness of the socially constructed world that surrounds us and the ways in which language and institutions have shaped the formation of my own personal identity. It has heightened my understanding of the interrelationship between the micro, meso and macro worlds and how each influences one another to create stereotypes and social constructs.

This PIP shows that now is the time that we should consciously part with our irrational expectation of how women should be, not just in Japan, but all around the world. As the air we breathe discreetly affects our health, the language we use influences our psyche. Our language should help us advance, not tie us down to stereotypes. It is time to face up to the discriminatory ways in which our words shape our worlds – and change them.

# HIGH DISTINCTION PIPS

## PIP Section Focus: Annotated Resource List

### Role of the Annotated Resource List in the PIP

#### NESA provides comprehensive guidance for the Annotated Resource List-

*'The resource list should include annotated references used in the PIP and/or a list of other kinds of resources, for example films, internet sites or electronic resources referred to during the preparation of the project, and resource persons (eg people interviewed). The references should be accurate and include publication/production details. For each internet site, the URL and the most recent date the site was visited should be included, along with a short annotation on its usefulness to the PIP.'*

*'There should be an acknowledgement of how they assisted in the research. It needs to be an annotated resource list which means that comments on usefulness, reliability, bias and validity must be included. Resources could be organised by type and sub-type eg: primary resources: interviews, questionnaire, focus groups and secondary resources: newspaper articles, websites, journals.'*

**NESA guidance also explains that** *'the syllabus does not prescribe a referencing system but does recommend using a consistent and correctly formatted referencing system throughout the PIP. The Harvard (in-text citations) or Oxford (footnoting) methods are recommended as they are widely used and taught to students doing the PIP.'*

**While the PIP is assessed as a whole product against the marking criteria, generally speaking, the annotations are an opportunity to demonstrate student capacity to achieve within the following outcomes:**

- 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

**These outcomes are then reflected through areas of the PIP marking criteria shown below (from the top performance band):**

- Effectively applies social and cultural research methods to the Personal Interest Project
- Makes informed judgements on the usefulness, validity and bias of information that contributed to the Personal Interest Project

There is no word count for Resource List, and while all resources should be included, students should work towards writing concise annotations and strive for clear effective communication in this section, as with the PIP on a whole.

#### Sources:

- NESA, *Society and Culture Stage 6 marking Guidelines : Personal Interest Project (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/wcm/connect/8e151199-6a09-4b25-8184-f614a4af1557/marketing-guidelines-society-and-culture-pip-nov19.pdf?MOD=AJPERES&CVID=>
- NESA, *Society and Culture Personal Interest Project (PIP) Advice*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/personal-interest-project>
- NESA, *Assessment and Reporting in Society and Culture Stage 6 (Updated November, 2019)*: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/assessment-and-reporting>

# HIGH DISTINCTION PIPS

## Role of the Annotated Resource List in the PIP

**Please read through HD Annotated Resource List Extract A ‘*Big data meets big brother*’ and Introduction Extract B ‘*A fair go in a country on fire*’ on the following pages.**

Consider both extracts when completing the following sentence completion activities. In each you need to analyse the extracts and consider which annotations best exemplify certain elements of the marking criteria. In making and justifying these choices, you should come to a better understanding of how the criteria is reflected in your own writing and PIP.

1. The annotation which best addresses the usefulness and relevance of the source is.... Illustrated by...
2. The annotation which best addresses the validity of the source is.... Illustrated by...
3. The annotation which best addresses biases within a source is.... Illustrated by...
4. The annotation which best addresses how limitations with a source were overcome is.... Illustrated by...
5. The annotation which best establishes the relevance of the selection of a primary method is .... Illustrated by

# HIGH DISTINCTION PIPS

## Annotated Resource List: Extract A

Title: **Big data meets big brother: Data tracking as part of a macro political agenda of social control, leading to the corruption of civil liberties and political polarisation.**

Student Name: **Sophie Ridley**

School: **Willoughby Girls High School**

**Bastos, M., Mercea, D. and Baronchelli, A. (2018). *The geographic embedding of online echo chambers: Evidence from the Brexit campaign*. P.1–3. [online]. Available at: <https://search-proquestcom.ezproxy.sl.nsw.gov.au/docview/2128535365/fulltextPDF/8109766392454271PQ/1?accountid=13902> [Accessed 17 Dec. 2019].**

This article was a significant source in the formation of the PIP as it provided a definition of the Echo Chamber Effect, which refers to how ideology aligned cliques can be formed through politically swayed social media platforms. This was broadly referenced in the introduction to expand on the hypothesis as well as in Chapter 3 to show the lack of digital privacy. However, the geographic proxemics of this theory were discussed in relation to the Brexit Campaign which limits the direct relevance to the Cambridge Analytica scandal. Nonetheless, the article was still valid as it offered an informed perspective of the theoretical implications of infiltrated social media feeds.

**Bessi, A., Zollo, F., Del Vicario, M., Puliga, M., Scala, A., Caldarelli, G., Uzzi, B. and Quattrociocchi, W., (2016). *Users Polarization on Facebook and Youtube*. *PLOS ONE*, 11(8),p.1–24.**

This journal article explores how the emergence of polarisation reduces heterogenous narratives, that are an important component of democratic society. This onset of homogenous and polarized communities supports my content analysis of the visual effects of ‘microtargeting’ by Cambridge Analytica, thus a valid resource. However, only a few pages of the journal could be used as the majority of the article explored the methodology behind the findings. Regardless of this, it was of high significance to my PIP as it aligned to my hypothesis in regard to the polarisation of politics and the corruption of civil liberties.

**Brown, A., 2008. *Whistleblowing in the Australian Public Sector: Enhancing the theory and practice of internal witness management in public sector organisations*. ANU E Press, p.11–25.**

This release by ANU outlined how whistleblowing in the Australian Public sector is essential. In order to promote the integrity between the meso and macro spheres. It provided an official definition of the word, ‘whistle-blower’. This was integral to the Chapter 4 as its whole focus was their positive impact on social attitudes in the near future. This deep analysis of whistleblowing was the only relevant section, with the predominant focus on Australian protective laws. However, the definition provided was able to be applied across the whole PIP as an important factor of my understanding of the futures aspect of my topic.

**Glynn, J., 2019. *1984 in 2019: The New Privacy Threat from China’s Social Credit Surveillance Systems*. *Skeptic Magazine*, p.38–41.**

Glynn explores how the Chinese government disguises mass surveillance within promises of a flourishing state with a harmonious society. This was employed in Chapter 2 to supplement Bentham’s Panopticon model that affirmed this presented outcome of a righteous society. Yet the elevation of liberal society in comparison is further integrated in Chapter 2 as the Chinese Social Credit System as ‘1984’ construct was corroborated by my questionnaire. Additionally, it was used for the opening and closing quotes of Chapter 3 to emphasis the immoral union between surveillance and personalized policing. Despite the validity in conjunction with other primary and secondary findings, Glynn’s focus was on China and thus did not consider the global use of data tracking. Regardless of this, the resource offered a wealth of information on how the overt use of surveillance casts the unethical behaviour in a nonthreatening way.

## HIGH DISTINCTION PIPS



### Annotated Resource List: Extract B

Title: **A fair go in a country on fire- How have the 2019/2020 bushfires shaped Australian's perceptions of charitable donation across the socioeconomic divide?**

Student Name: **Oscar Dow**

School: **Blackwattle Bay Campus**

#### PRIMARY RESEARCH METHODS:

#### PRIMARY RESEARCH METHOD 1: Interviews (March 2020)

##### Expert Interviews:

1. **Manisha Amin** (Ex-Fundraising and Marketing Director for Cancer Council NSW, Guide Dogs and Barnardos. CEO of the Centre for Inclusive Design)

My first expert interview took place with Manisha Amin, a friend and colleague of my mum's who I contacted due to her considerable experience within the charity/not-for-profit sphere. Manisha's experience as Marketing Director of multiple large Australian charities granted her considerable authority on many of the topics I aimed to explore when beginning my research – as such, her insight was extremely valuable from a research perspective. Due to the emergence of COVID-19 in April, the interview was conducted over the video conferencing service Zoom, an experience which I found unfamiliar and somewhat daunting to begin with. However, the friendly and conversational tone adopted by Manisha allowed it to flow relatively smoothly, and I ended up gaining valuable insight into the drivers of charitable giving amongst Australians of different socioeconomic backgrounds. Manisha also directed me towards a plethora of secondary research, and put me in contact with Martin Paul who would become my second expert interviewee. The only downside, however, was Manisha's self-acknowledged lack of experience with the 2019/2020 bushfires. This meant that while her perspective was incredibly useful for my first chapter, I had trouble integrating it into my 2nd and 3rd. Despite this, Manisha's experience and connections within the charity world rendered her an invaluable resource for the construction of my PIP.

2. **Martin Paul** (Director of Charity consultancy MoreStrategic)

I was directed to Martin following my interview with Manisha Amin, who recommended him on the basis of experience with the bushfires. Once again conducted over Zoom, this interview was even more invaluable for the construction of my PIP. Not only did Martin offer a number of quotable insights which I could easily include in the final two chapters of my report, but he also provided me with MoreStrategic's *'Public Attitudes to Bushfire Fundraising'* National Insight Report. This report was an incredibly valuable piece of secondary research which complimented my primary research effectively, due to its combination of qualitative and quantitative findings. Despite some risk of bias due to his role within the charity world, Martin's perspectives were consistently reinforced by secondary findings and as such, supported many of the integral arguments of my PIP. Once again, I was slightly limited by the video call format, but this was balanced out by other advantages - for instance, Zoom provided the option to record the meeting which was extremely useful. Overall, Martin Paul was an extremely useful source who offered unique insight into events surrounding the Red Cross and other media coverage of the bushfires.

## 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.

