

STAGE 6 SOCIETY AND CULTURE LITERACY SUPPORT – CONSTRUCTING EFFECTIVE EXTENDED RESPONSES AND ENGAGING WITH MARKING CRITERIA

HSC Depth Study: Social Inclusion & Exclusion

Paul Pittas & August Benyamin, Hurlstone Agricultural High School

Syllabus Content

Students are to:

- apply ethical social and cultural research to investigate and analyse information from a variety of sources
- communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts

Related Concepts

Prejudice, discrimination, inclusion, exclusion

Syllabus Outcomes

- H1 evaluates and effectively applies social and cultural concepts
- H5 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- 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 pedagogical resources outlined below aim to provide teachers and students with tools for explicit instruction and understanding of the complex texts which students are expected to produce as part of their Stage 6 studies in Society and Culture. The need for explicit instruction is well supported by current educational research and is an explicit recommendation of the 2020 CESE What Works Best document which highlights that explicit instruction in the context of literacy will benefit all students across the range of abilities and emphasises how students who experience explicit teaching practices perform better than students who do not. The resources outlined below are also reflective of Hattie's assertion that in effective classrooms: "The teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrates them by modelling, evaluates if they understand what they have been told by checking for understanding....". Explicit literacy is also a key strategy for supporting the needs of EAL/D students and is important for schools as part of their fulfillment of the NSW Department of Education's EAL/D School Evaluation Framework. Additionally, certain features of the resources have been designed to assist teachers in harnessing the potential of new technological tools such as language modelling artificial intelligence, most notably ChatGPT, which will soon become a ubiquitous feature of the educational context.

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EXTENDED RESPONSE SCAFFOLD – SOCIETY AND CULTURE DEPTH STUDY 15 MARKS

SAMPLE QUESTION (HSC Society and Culture 2022 - Question 13 b):

Analyse* how the perceptions held towards ONE group influence the prejudice and discrimination faced by that group. (15 marks)

Analyse: Identify components and the relationship between them; draw out and relate implications

ELEMENT OF RESPONSE	CHARACTERISTICS AND FUNCTIONS OF THE RESPONSE
<p>Introduction</p>	<ul style="list-style-type: none"> Establish an overarching response to the question through a thesis statement which performs the function of the directive verb and explicitly applies the relevant key terms Provide a brief outline of the TWO key areas of focus which will form the basis for your body paragraphs, including the specific focus/case study examples Concepts and syllabus language must be visible and actively applied in the introduction <p>Example:</p> <p><i>Negative perceptions such as social stigma and stereotypes can greatly increase prejudice in mainstream society towards minority groups and limit access to socially valued resources and services. This is particularly evident in the case of Indigenous Australians, who experience social exclusion as a result of negative portrayals at the macro level in the media and the consequent dissemination of stereotypes related to alcoholism and drug addiction. Additionally, a lack of Indigenous staff and experience in institutions and services which are intended to support Indigenous peoples can also lead to alienation as many feel that there is often judgment and a lack of authentic understanding of the experiences of Aboriginal and Torres Strait Islander peoples within such environments.</i></p>
<p>Body Paragraph 1 (CEEL Structure)</p> <ul style="list-style-type: none"> * Concept Statement * Explanation * Evidence * Link 	<p>CONCEPT STATEMENT:</p> <ul style="list-style-type: none"> The topic sentence. This must articulate the argument or area of focus for this body paragraph. Concept statements MUST be ARGUMENTS / JUDGMENTS that reflect the requirements of the directive verb. NEVER present a descriptive statement or definition as a concept statement. Instead, demonstrate critical engagement with the question with explicit judgment and argument. This will distinguish your work from more narrative responses. Course concepts and syllabus language should be explicitly applied. Concepts may / should be applied to plan the structure of the response. Does not have to be literally one sentence. Can consist of two to three sentences but forms a single unit of logic. An effective approach may be to establish the CONCEPTUAL ARGUMENT and apply this to the FOCUS STUDY context. This may be done in any order.

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<p>Concept Statement</p>	<p>Example:</p> <p><i>Stereotypes about racial minorities which are disseminated by the media have the power to exacerbate negative perceptions and social exclusion. This is clearly evident in the deeply entrenched stereotypes regarding alcoholism and substance abuse in the Indigenous Australian population that are frequently disseminated by the Australian media and inhibit full and equitable participation in society.</i></p>
<p>Explanation</p>	<p>EXPLANATION:</p> <ul style="list-style-type: none"> • An extension of the concept statement. At this stage it is acceptable to make general statements which are relevant to the argument. • Unpack the argument or idea in further detail. Establish HOW and WHY. • The explanation may be CONCEPTUAL however you should proceed quite rapidly to case study material otherwise. • You may also offer relevant definition(s) at the explanation stage. <p>Example:</p> <p><i>The stigma of racist attitudes and stereotypes are often deeply rooted in mainstream society and will often be reinforced by narratives that are conveyed through the media such as through major news networks and even popular culture. The disproportionate focus on anti social behavior and social issues such as alcoholism and drug use in Indigenous communities has often exacerbated the prejudice that all Indigenous people are engaged in anti social behaviour and feed the paternalistic attitude that Indigenous communities are incapable of participating in the process of government and decision making. The concept of prejudice may be defined as negative attitudes that involve prejudgments or preconceived ideas, negative feelings and stereotyped beliefs held towards a whole group or its individual members.</i></p>
<p>Evidence</p>	<p>EVIDENCE:</p> <ul style="list-style-type: none"> • Present SPECIFIC, PRECISE, RELEVANT examples and data from the focus study material. • This should include references to experts, quotations, statistical data, and trends. • Specific events, aspects of chronology may also feature as types of evidence. • The evidence adds academic authority and rigour to the ideas which you have presented. • This is NOT the space for general statements. • This evidence should illustrate the REAL WORLD APPLICATION of the ideas you have established • This is also an opportunity to refer to any relevant PRIMARY RESEARCH which you have conducted as part of the depth study

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<p>Evidence</p>	<p>Example:</p> <p><i>In a study conducted by the Queensland Health Commission in 2020 it was found that in an analysis of online and print articles related to Indigenous Australians there was an overwhelmingly negative portrayal with child abuse, alcohol consumption, petrol sniffing, and violence as the most common themes. Additionally, in research conducted by researchers from Curtin University found that “the more that the dominant culture reports negative stories about Aboriginal people, the more that Aboriginal children feel bad about being Aboriginal”. This clearly demonstrates how the power of negative media portrayal not only fuels prejudice in the broader community but also creates a sense of internalised shame and disempowerment for Indigenous individuals, further contributing to cycles of intergenerational trauma experienced by Indigenous communities.</i></p>
<p>Link</p>	<p>LINK:</p> <ul style="list-style-type: none"> • Reiterating the main argument / idea of the body paragraph • This should act as another opportunity for you to signpost your engagement with key terms of the question • This is also an opportunity to make a future projection relevant to your idea. This is something that will distinguish your writing as a Society and Culture response. This should relate to continuity and change by touching on current trends and how things will change. <p>Example:</p> <p><i>This clearly demonstrates how stereotypes about racial minorities disseminated by the media have the power to exacerbate negative perceptions and in turn contribute to the social exclusion of Indigenous Australians. These continued negative portrayals and prejudicial attitudes disseminated through the media are likely to maintain the social exclusion of Indigenous Australians in society.</i></p>

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<p>Body Paragraph 1 (CEEL Structure)</p>	<p>Prejudices which are embedded in institutional power and authority also have the potential to exacerbate social exclusion and limit the access of certain groups to socially valued resources. Access to health services in particular is problematic for Aboriginal and Torres Strait Islander peoples in Australia due to a lack of culturally responsive and respectful staff, environments and services. Government departments and other macro level authorities have historically excluded ATSI peoples from the decision making processes which underpin the services and programs available to such communities and racist attitudes are often deeply embedded in staff culture. A lack of interaction between meso level Indigenous communities and macro level government power structures has meant that programs and health services are often ineffective and simply exacerbate existing inequalities. In a report delivered by the ABC in 2020 it was found that many Indigenous people deliberately avoid health services due to experiences of discrimination and culturally inappropriate environments. In one example, Indigenous woman Aunty Kerrie Burney described how a receptionist at a specialist office questioned her Aboriginal status, leading her to discontinue her treatment from the kidney specialist and avoid mainstream health and aged care services “I walked away, I was shamed”. In another example, Wiradjuri woman Naomi Williams died of septicemia in 2016 after seeking medical attention from her local hospital over twenty times. A subsequent inquiry found that Indigenous people like Ms Williams can often experience “derogatory and quite degrading treatment from professionals” in conventional health settings. Thus it is clear that embedded prejudices found within institutions can exacerbate social exclusion and limit the access of Indigenous Australians to quality health care services. The absence of culturally respectful and responsive practices within healthcare systems perpetuates prejudicial attitudes and discriminatory behaviours. This will also likely continue to create barriers that impede on the life chances of Indigenous Australians.</p>
<p>Conclusion</p>	<ul style="list-style-type: none"> • The conclusion should be brief. It may at times be limited to one or two sentences given the reality of the time constraint. • The conclusion is a necessary component of structurally complete response • The conclusion reiterates the thesis and provides a final link back to the analysis or other judgement required by the question’s directive verb. <p>Example:</p> <p><i>In conclusion, negative perceptions such as social stigma and stereotypes can increase prejudice towards Indigenous Australians in mainstream society, thus limiting their access to socially valued resources and services. The media acts as a vehicle for stereotypes that perpetuate prejudicial attitudes and hinder the full and equitable participation of Indigenous peoples in Australian society. In addition, a lack of culturally responsive and respectful practices within healthcare services further contributes to the prejudicial attitudes and discriminatory behaviour towards Indigenous Australians. These experiences and culturally inappropriate environments reinforce social exclusion of Indigenous peoples.</i></p>

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UNPACKING THE MARKING CRITERIA

This resource should assist both teachers and students in developing a solid understanding of the key requirements of marking criteria and effective responses and how to apply them in practice.

HSC Society and Culture 2022 – Question 13 (b)

CRITERIA	MARKS
<ul style="list-style-type: none"> Provides a thorough analysis of how the perceptions held towards one group influence prejudice and discrimination faced by that group. Supports the response with a wide range of detailed and accurate information and effectively integrates appropriate examples Presents a sustained, logical and cohesive response Effectively applies relevant course concepts and language 	13 – 15
<ul style="list-style-type: none"> Provides a sound analysis of how the perceptions held towards one group influence prejudice and discrimination faced by that group. Supports the response with detailed and accurate information and integrates examples Presents a logical and cohesive response Applies relevant course concepts and language 	10 – 12
<ul style="list-style-type: none"> Provides some analysis of how the perceptions held towards one group influence prejudice and discrimination faced by that group. Supports the response with relevant information and uses example(s) Presents an organised response using course concepts and language 	7 – 9
<ul style="list-style-type: none"> Describes perceptions of ONE group and prejudice and/or discrimination May use example(s) Includes course concepts and/or language 	4 – 6
<ul style="list-style-type: none"> Shows a limited understanding of ONE group and/or prejudice and/or discrimination May use course concepts and/or language 	1 – 3

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MARKING CRITERIA KEY TERM	WHAT DOES THIS LOOK LIKE IN A RESPONSE?
Thorough analysis	<p>A response which falls into the top band for this criterion must be clearly articulated and well supported. The function of analysis means that students need to explicitly identify relevant components, explain the relationship between them, and draw out relevant implications.</p> <p>What is the difference between ‘thorough’ and ‘sound’? The level of detail is key here, as is the explicit articulation of the relevant components and implications. A response in the B range for this criterion may identify some components but may not draw out explicit implications or supply a broad enough range of evidence to support the analysis.</p>
Wide range of detailed and accurate information	<p>Diverse examples. More than a single piece of evidence. Linking to a diverse range of perspectives as they pertain to the question and focus study.</p> <p>A student in the B range for this criterion may only supply a conceptual example without a precise case study example. A student in the B range for this criterion may also over explain a single example.</p>
Effectively integrates examples	<p>The example is relevant and appropriate to the ideas being communicated in the response. They should highlight the real life application of the main points being discussed. Examples are precise and specific and add academic authority to the response. Qualitative and/or quantitative data as appropriate.</p> <p>What does ‘effective integration’ look like? The examples are well selected and the response draws out a relevant implication or conclusion from this material that is tailored to the directive verb of the question.</p> <p>A student in the B range for this criterion may use conceptual examples and fail to adequately drill down into the focus study material. The response will lack an academic underpinning. A B range example for this criterion may include an example but fail to unpack its significance.</p>
Sustained, logical and cohesive	<p>Responses are planned out to ensure that ideas and key elements such as judgments are integrated throughout the response. The response overall addresses the question but the student also ensures that the response progresses in a logical manner (CEEL structure). Logic and cohesion work hand in hand.</p> <p>Structure is more important than quantity however students must produce an appropriate length of response for 15 marks and the time available. As a rough guide, somewhere between 4-6 pages in a NESA exam writing booklet.</p> <p>A student in the B range for this criterion may present these elements in the introduction but not continue to present them throughout the response.</p>

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<p>Effectively applies concepts and language</p>	<p>Correct subject specific vocabulary is being integrated throughout the response to represent relevant ideas, processes, and/or concepts, as opposed to vague references to these elements. Ideas are being formulated through conceptual lenses.</p> <p>Markers will expect to see the explicit use of fundamental, additional, and related course concepts as relevant to the question. Syllabus language and phraseology is also important (the wording of the dot and dash points).</p> <p>A student in the B range criterion may refer to or present terminology or concepts without the integration of them into their response.</p>
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SUGGESTED TEACHING AND LEARNING ACTIVITIES

The teaching and learning strategies outlined below are designed to provide teachers with some suggestions regarding how the tools and scaffolds may be utilised in the classroom in order to support student literacy and performance.

Warm up OR exit-slip activities (10 – 15 minutes)

STRATEGY 1 – Engaging with CEEL

- Students are provided with a sample response from the exam work booklet or previous student sample from faculty resources, and are required to colour code each section of the response to identify the CEEL structure.
- Students create a series of brief annotations highlighting strengths and weaknesses based on the CEEL scaffold.
- This activity will allow students to develop a more solid understanding of the CEEL structure and how it can be applied through written responses.

STRATEGY 2 – Understanding the criteria

- Students are provided with the HSC marking criteria for a 15 mark question from a recent year. Students work in pairs to rephrase each criterion in their own words.
- This rephrased marking criteria may then be applied as a reflection for a piece of their own work.

Main lesson activity (Full Lessons)

STRATEGY 1 – Staged writing review

- Students compose a practice 15 mark response to a past HSC question or a question which has been developed by the classroom teacher.
- The response is completed in timed stages as outlined below. After each stage is complete the students will be allocated time for their work to be reviewed using the criteria either as peer review or individual reflection.

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- **Introduction:**
 - Teacher provides an explicit review of function and characteristics of this stage of the response based on the scaffold provided.
 - Students are given 10–15 minutes to compose their draft intro.
 - Students swap with a partner for constructive feedback.
- **Body Paragraph 1:**
 - Teacher provides explicit review of function and characteristics of this stage of the response based on the scaffold provided with emphasis on a particular feature that reflects the needs of the class (concept statements may be a weakness that the teacher has identified for example).
 - Students are given 15–20 minutes to compose their draft body paragraph.
 - Students swap with a partner for constructive feedback.
- **Body Paragraph 2:**
 - Teacher selects a different component of the scaffold to emphasise and reviews the function and characteristics of it (linking statement/integration of evidence/etc may be another weakness that the teacher has identified).
 - Students are given 15–20 minutes to compose their draft body paragraph.
 - Students swap with a partner for constructive feedback.
- **Conclusion:**
 - Teacher provides explicit review of function and characteristics based on the scaffold provided.
 - Students are given 10–15 minutes to compose their draft intro.
 - Students swap with a partner for constructive feedback.

STRATEGY 2 – Chat GPT and Criteria

- **Creating a GPT generated response**
 - Teacher leads students in using an HSC style question as a prompt for ChatGPT to compose a response.
 - A sample prompt to initiate the activity may be:
Act as a Year 12 student completing the Society and Culture course in New South Wales. Write a structured essay style response which analyses how the perceptions held towards [insert school selected focus study group] influence the prejudice and discrimination faced by that group. The response should have an introduction, two body paragraphs, and a conclusion. The response should be between 650 - 750 words.
- **Working in groups to apply the criteria**
 - Teacher leads students in an application of the marking criteria in order to explicitly highlight areas of weakness to enhance student understanding.
 - Students in small groups then begin to review the response created by Chat GPT and generate further prompts to feed back into the engine. The prompts generated by students must reflect aspects of the marking criteria. An example of a follow up prompt may be “present the same response but integrate more reliable and specific statistical data in the body paragraphs to support the main arguments.”. Student groups must generate THREE prompts that may be used to enhance the sophistication of the response in order to reflect the A range criteria.
 - Students compose a reflection comparing the initial response with the revised version.