



Society and Culture

Stage 6

Support Document

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1 Introduction

This document is designed to assist teachers with the implementation of the Stage 6 Society and Culture syllabus. The document contains:

- an outline of the key features and specific aspects of the syllabus
- programming and assessment overviews to assist teachers as they develop school-based programs
- units of work drawn from both the Preliminary course and the HSC course, with suggested resources to complement the teaching of this syllabus
- sample assessment items, which reflect the teaching and learning program and model good assessment practice. The section on assessment raises important considerations for devising tasks that allow students to demonstrate their achievement of outcomes within a standards framework
- sample proforma to assist on the certification required for the personal interest project.

1.1 Features of the Syllabus

The key features of the *Society and Culture Stage 6 Syllabus* are:

- a statement of rationale, aim and objectives which identifies the importance and relevance of the *Society and Culture Stage 6 Syllabus* in the school curriculum. The outcomes are the specific intended results of teaching the syllabus. They provide clear statements of the knowledge and understanding, skills, values and attitudes expected to be gained by students during the study of Society and Culture
- an emphasis on outcomes statements that describe the specific intended results of the teaching of the syllabus. Distinct outcomes have been written for both the Preliminary course and the HSC course. While there is a clear relationship between these, they also demonstrate a progression in the level of difficulty from the Preliminary to the HSC course
- syllabus content is expressed in statements of what students *learn about* and *learn to do*. The *learn about* section describes the knowledge and understanding aspects of the content of each study as well as the concepts which must be incorporated across the learning in that study, while the *learn to* section describes the application of skills required for that study. Both *learn about* and *learn to* are explicit statements which teachers must use when writing school-based programs
- the content is prescribed for each topic; the content is the context in which outcomes are achieved and assessed
- specific research methodologies are mandated in both the Preliminary and HSC courses. Students will study all research methodologies identified in the syllabus but are directed to study particular methodologies during specific sections of the course. The study of all syllabus methodologies will enable students to consider which will be appropriate to their research in the personal interest project.

The syllabus deals with concepts that are to be integrated across the *learn about* content. The following three concepts are outlined (with examples) to illustrate how concepts can be developed to assist student learning. These particular concepts have been chosen because acculturation and enculturation are new to the Preliminary course, and to distinguish them from the concept of socialisation.

- **Acculturation** refers to the process whereby different cultures come into contact with each other, and one or both cultures take on characteristics of the other. For example, the process of assimilation that immigrants to Australia were expected to undergo during the early post–World War II era is a clear illustration of acculturation. In the contemporary world, the cultural contact need not be direct or physical, but could be brought about through contact via the mass media. A good example would be the phenomenon of Michael Jordan T-shirts being worn throughout the world in places where Jordan has never appeared, or Mayan women in the Mexican jungle adopting lipstick after watching satellite television. Knowledge of what acculturation means is especially relevant for studies in *The Social and Cultural World* and *Intercultural Communication* as these promote the understanding and application of cross-cultural comparisons (which are essential skills for the entire course).
- **Enculturation** refers to the process whereby individuals learn to use the patterns of social and cultural behaviour necessary to be accepted as a member of that culture. Sociologists identify a subtle distinction between socialisation and enculturation. Enculturation refers to values and norms learned throughout life, while socialisation refers specifically to those values and norms learned as children and adolescents. Enculturation differs from acculturation, in that it is internal within a culture, rather than involving interaction with another culture. An example of enculturation could be a person experiencing a change to their sense of social justice through attendance at a conference dealing with human rights in Australia.
- **Socialisation** refers to the process whereby children and adolescents learn to become members of their society, accepting the values, norms and behaviours of the society. An example would be a child adopting the religious values of their family. It is also included in the HSC Course Depth Study: *Popular Culture*. In this study, students focus on the impact of popular culture on their lives, and their interaction with various aspects of particular popular cultures. Students are then able to understand and explain why they or their peers identify with a particular style of music, watch particular films or television shows, or wear a certain style of clothes and can link this with their childhood and adolescence experiences.

2 Programming Society and Culture

When planning units of work and developing an assessment program, teachers must ensure that the course outcomes are being comprehensively addressed. The programming overview which follows illustrates how to take the syllabus outcomes in each course and structure units of work that reflect the teaching and learning necessary for students to achieve these outcomes. These units of work are possible models for teachers to consider when developing teaching and learning programs. Student achievement of the outcomes of the syllabus is assessed with reference to standards, and the criteria for the allocation of marks for each internal and external assessment task are explicitly outlined.

Programming Overviews are supplied to assist planning for the choices of countries or cultures which will be selected in the Preliminary and HSC courses. Two sample models are provided: A and B. Each model offers a possible range of options for comparative study 'as required in the syllabus'. Model A offers a wide variety of countries/cultures across a teaching program and provides for a broad exposure to a diversity of cultures. Model B predominately takes a specialist approach to one country/cultural tradition. A combination of these options is also appropriate, and would offer students both variety and depth of knowledge and understanding to develop their social and cultural literacy. The choice of country or culture for any particular study is not specified in the syllabus and is therefore a school-based programming decision.

An *Assessment Programming Overview* has been supplied to assist teachers in planning the overall pattern of the outcomes to be assessed in an Assessment Program. As it is essential that all outcomes across the course be assessed at least once, this overview serves to demonstrate where specific outcomes are applicable to specific sections of the syllabus and which of these may be selected as appropriate to particular assessment tasks. *Sample Assessment Programs* are also supplied which demonstrate how the assessment components and weightings can be organised to reflect the syllabus requirements.

The model for the *Sample Units of Work* uses a template which clearly lists the relevant outcomes, assessment and the focus and timing for each unit. The content and teaching strategies link both what students *learn to do* and what they *learn about*. The units also outline the context in which the outcomes should be developed. The resources listed in the sample units of work are by no means exhaustive but do provide suggestions for useful books, magazines, journals and Internet sites. The Board of Studies also has subject-specific resources listed on its website.

2.1 Models for Programming Cross-cultural and Other Comparisons

Preliminary course study	Cross-cultural comparison, as required in the syllabus	Model A	Model B
Social and Cultural World	'Australia with an overseas culture'	Australia and Maasai	Australia and Chinese
Personal and Social Identity	'the student's own group with a distinctly different cultural group within Australia'	Australia and recent arrivals from the Balkans	Australia and recent arrivals from Hong Kong
Intercultural Communication	'Australia and a selected country'	Australia and India	Australia and China

HSC course study	Focus of comparison, as required in the syllabus	Model A	Model B
Social and Cultural Continuity and Change	'in a selected country'	Vietnam	China
Popular Culture	'one popular culture with a local, national and global perspective'	Hip Hop	Hong Kong action movies Jackie Chan
Belief Systems	'one belief system and its relationship to the wider society and culture'	Environmentalism	Confucianism
Equality and Difference	'the nature of equality and difference within one society'	An Aboriginal community	Religious cult in China
Work and Leisure	'the nature of work and leisure within one society'	Japan	Chinese traders in Jakarta

2.2 Identifying Outcomes and Linking Them Across Areas of Study

Students are working towards achieving course outcomes throughout the Preliminary and HSC courses. Some outcomes are specifically relevant to a particular area of study and others apply across most sections of the course. Teachers must distinguish between when students are at the stage of developing their understanding of a particular outcome and when they are at a stage in which their achievement of an outcome can be assessed. The following tables aim to illustrate this progression through an Assessment Program.

2.3 Assessment Programming Overview for Society and Culture

2.3.1 Table linking outcomes to a Preliminary course assessment program

Preliminary Course Outcomes	The Social and Cultural World	Personal and Social Identity	Intercultural Communication	Preliminary Course
	<i>Task determined in school-based assessment program</i>	<i>Task determined in school-based assessment program</i>	Task: Media Analysis Australia China	Task: Examination
P1	✓✳		✓	✓✳
P2		✓	✓★	✓✳
P3		✓✳	✓	✓✳
P4			✓★	✓
P5	✓✳	✓	✓	✓✳
P6	✓	✓✳	✓	✓✳
P7	✓✳			✓✳
P8		✓	✓★	✓
P9		✓✳		✓
P10	✓✳	✓	✓★	✓✳
P11		✓✳		

Note: Across the entire assessment program, each outcome *should* be assessed.

✓ These outcomes are those in specific sections of the syllabus. Note: examination tasks have the potential to assess a wide range of course outcomes.

★ These outcomes are those assessed in the Sample Assessment Tasks in this document. All outcomes in a specific section of the syllabus need not be formally assessed in an assessment task.

✳ These indicate the possible outcomes for assessment tasks in a school assessment program.

2.3.2 Table linking outcomes to an HSC course assessment program

HSC Course Outcomes	Personal Interest Project (process only, eg Log Development)	Social and Cultural Change and Continuity	Depth Study 1	Depth Study 2	HSC Course
	<i>Task determined in school-based assessment program</i>	Task: Oral	<i>Task determined in school-based assessment program</i>	<i>Task determined in school-based assessment program</i>	Task: Trial HSC Examination
H1	✓⊛	✓			✓⊛
H2			✓⊛	✓	✓⊛
H3		✓	✓	✓⊛	✓⊛
H4		✓★	✓	✓	✓⊛
H5		✓	✓⊛	✓⊛	✓
H6	✓⊛	✓			✓⊛
H7	✓	✓★	✓⊛	✓	✓⊛
H8	✓	✓★	✓⊛	✓⊛	✓
H9	✓⊛				✓
H10	✓	✓★	✓⊛	✓⊛	✓⊛
H11	✓⊛				

Note: Across the entire assessment program, each outcome *must* be assessed.

✓ These outcomes are those in specific sections of the syllabus. Note: examination tasks have the potential to assess a wide range of course outcomes.

★ These outcomes are those assessed in the Sample Assessment Tasks in this document. All outcomes in a specific section of the syllabus need not be formally assessed in an assessment task.

⊛ These indicate the possible outcomes for assessment tasks in a school assessment program.

2.4 Sample Assessment Program: Society and Culture HSC course

Outcomes	HSC Components	Weighting	Task 1:	Task 2:	Task 3:	Task 4:	Task 5:
			Oral	Test	Secondary Research	Application of Methodologies	Test Trial HSC
H1 H3 H4 H5 H6 H7 H8 H10	Core: Social and Cultural Continuity and Change	40		8			12
H1 H6 H7 H8 H9 H10 H11	Core: PIP (Log Development)		20				
H2 H3 H4 H5 H7 H8 H10	Depth Study 1	30		2		20	8
H2 H3 H4 H5 H7 H8 H10	Depth Study 2	30			20		10
	Total Marks	100	20	10	20	20	30

Alternative Sample Assessment Program: Society and Culture HSC course

Outcomes	HSC Components	Weighting	Task 1:	Task 2:	Task 3:	Task 4:
			Oral	Application of Methodologies	Secondary Research	Test Trial HSC
H1 H3 H4 H5 H6 H7 H8 H9 H10	Core: Social and Cultural Continuity and Change	40	20			20
H2 H3 H4 H5 H7 H8 H10	Depth Study 1	30		20		10
H2 H3 H4 H5 H7 H8 H10	Depth Study 2	30			20	10
	Total Marks	100	20	20	20	40

2.5 Sample Unit of Work: Intercultural Communication

Society and Culture Preliminary Course	Intercultural Communication	Indicative Course Time: 40%				
The focus of this depth study is on how people in different social, cultural and environmental settings can better understand each other and their world.						
<p>Knowledge and Understanding Outcomes A student: P1 Describes the interaction between persons, societies, cultures and environments across time. P2 Identifies and describes relationships within and between social and cultural groups. P3 Describes cultural diversity and commonality within societies and cultures. P4 Explains continuity and change, and their implications for societies and cultures. P5 Investigates power, authority, gender, and technology, and describes their influence on decision making and participation in society. P6 Differentiates between and applies the methodologies of social and cultural research.</p>	<p>Assessment Task: Select and use four reports from the media that will enable you to provide an informed written response to the following question: Discuss the roles the media plays in promoting intercultural understanding and intercultural misunderstanding between Australia and China. The reports may be from newspapers, magazines, television or radio.</p> <p>Outcomes to be assessed: P2, P4, P8, P10 Course components and weightings: Intercultural Communication 20% <i>This task is described in detail in the Sample Preliminary Assessment Task in this document. (See page 13.)</i></p>	<p>Skills Outcomes A student: P8 Selects, organises and considers information and sources for usefulness, validity and bias. P10 Communicates information, ideas and issues using appropriate written, oral and graphic forms.</p>				
<p>Students learn about (<i>concepts which are to be integrated across this study through the teaching strategies</i>):</p>						
<p><i>society</i> <i>culture</i> <i>persons</i> <i>environment</i></p>	<p><i>time</i> <i>power</i> <i>authority</i> <i>gender</i></p>	<p><i>technology</i> <i>communication</i> <i>identity</i> <i>stereotypes</i></p>	<p><i>customs</i> <i>mores</i> <i>values</i> <i>socialisation</i></p>	<p><i>acculturation</i> <i>enculturation</i> <i>globalisation</i> <i>continuity</i></p>	<p><i>cultural relativism</i> <i>change</i> <i>conflict</i> <i>cultural heritage</i></p>	<p><i>multiculturalism</i> <i>cultural diversity</i> <i>cultural transmission</i> <i>cooperation</i></p>
Students learn about:	Teaching strategies:	Students learn to:				
<p>A Cross-cultural comparison Use Australia and a selected country to examine Communication: examine the nature of communication; identify the methods of verbal and non-verbal communication; question the effectiveness of communication;</p>	<p>Brainstorming; small-group discussion; whole-class discussion; viewing television or video clips to identify and analyse methods of communicating information and emotion. Stenmark, M, <i>The Creative Communicator</i>. Relevant Outcomes: P1, P2, P5, P10</p>	<p>Identify and interpret TWO methods of verbal communication and TWO methods of non-verbal communication.</p>				
<p>examine the role of communication in maintaining social relationships and social control; identify gender roles and their place in the communication process.</p>	<p>Using information identified in the previous activity, design and enact role-plays and role reversals to demonstrate how gender affects participation in society and how power and authority can impact on the decision-making process. Use both mime and scripted dialogue. Relevant Outcomes: P1, P2, P5, P10</p>	<p>Use secondary research to examine how gender affects communication in Australia and the selected country.</p>				

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Students learn about:	Teaching strategies	Students learn to:
<p>A Cross-cultural Comparison Use Australia and a selected country to examine Intercultural Understanding: examine the multicultural and hybrid nature of societies and cultures; identify the role of acculturation in the acquisition of cultural perception and values; recognise the existence of group identity and commitment to cultural continuity.</p> <p>identify aspects of society and culture which are similar and different; explain the effect gender roles and values have on behaviour; recognise the existence of group identity and commitment to cultural continuity; recognise the existence of intercultural misunderstanding.</p> <p>identify examples of intercultural misunderstanding; develop strategies for dealing with intercultural misunderstanding.</p>	<p>Use of print media file to collect examples of the multicultural and hybrid nature of Australian society. Compare these with a sharing of students' own personal stories of acculturation/travel/migration.</p> <p>Lecture on content analysis. Supplement with video analysis of the hybrid nature of Australian life with discussion/brainstorming. <i>In Between</i>, SBS TV , 1987. Relevant Outcomes : P2, P3, P4, P6, P8, P10</p> <p>Identify similarities and differences between Australian culture and Chinese culture, with a focus on gender roles and stereotypes.</p> <p>Examine the role of governments and media in creating and perpetuating intercultural misunderstanding, including how continuities and changes have occurred. Brick, Jean: <i>China, A Handbook in Intercultural Communication</i>, Language and Culture Series, The Centre for English Language Teaching and Research, Macquarie University, 1991. Simpson, Patrice, <i>Intercultural Communication</i>, Culturescope, Vol. 61, July 99. Relevant Outcomes : P3, P4, P5, P8</p> <p>Use content analysis of Australian media to determine ways in which China is portrayed, focusing on issues of validity, bias and intercultural misunderstanding.</p> <p>Select an appropriate person from a culture different from the student's own culture (possibly a Chinese-born person) to interview; devise a schedule of interview questions; carry out the interview, and report the findings and any conclusions the student has drawn from these findings. Relevant Outcomes : P3, P4, P6, P8, P10</p>	<p>Use secondary research to examine how gender affects communication in Australia and the selected country.</p> <p>Use secondary research to examine how gender affects communication in Australia and the selected country.</p> <p>Apply content analysis to Australian media representation of the selected country. Interview a person from a culture different from the student's own cultural perspective.</p>

2.6 Sample Preliminary Course Assessment Task: Intercultural Communication

<p>Outcomes to be assessed</p> <p>P2 Identifies and describes relationships within and between social and cultural groups.</p> <p>P4 Explains continuity and change and their implications for societies and cultures.</p> <p>P8 Selects, organises and considers information and sources for usefulness, validity and bias.</p> <p>P10 Communicates information, ideas and issues using appropriate written, oral and graphic forms.</p>	
<p>Course components and weightings selected</p> <p>Intercultural Communication 20 marks</p>	
<p>Sample Assessment Task</p> <p>Select and use four reports from the media which will enable you to provide an informed written response to the following question:</p> <p><i>Discuss the roles the media plays in promoting intercultural understanding and intercultural misunderstanding between Australia and China.</i></p> <p>The reports may be from newspapers, magazines, television or radio.</p> <p>Part A (6 marks)</p> <p>Complete a content analysis to briefly evaluate the FOUR reports you have selected for use in your written response for usefulness (relevance), bias and/or validity (100 words).</p> <p>You will be assessed on how well you select FOUR examples which taken together reflect both intercultural understanding and intercultural misunderstanding.</p> <p>Evaluate each source for usefulness (relevance), and bias or validity.</p> <p>Part B (14 marks)</p> <p>Write the response to the question (700 marks).</p> <p>You will be assessed on how well you:</p> <ul style="list-style-type: none"> • present a well-structured argument • explain aspects of continuity and change • demonstrate an understanding of intercultural understanding and intercultural misunderstanding • support your argument with reference to the relevance, bias and/or validity of FOUR reports from the media • explain how these reports might shape people's views on China. 	

Marking Scheme Developed

Part A	6 Marks
Criteria	Marks
<ul style="list-style-type: none"> • Selects FOUR reports which collectively reflect both intercultural understanding and intercultural misunderstanding. • Identifies the usefulness (relevance) of each report and makes an accurate observation on their validity or bias. 	5-6
<ul style="list-style-type: none"> • Selects FOUR reports, at least TWO of which collectively identify intercultural understanding and intercultural misunderstanding. • Identifies the usefulness (relevance) of TWO reports OR makes an observation on their validity or bias. 	3-4
<ul style="list-style-type: none"> • Selects at least TWO reports of which ONE report identifies an aspect of intercultural understanding and/or intercultural misunderstanding. • Mentions the usefulness (relevance) of ONE report OR makes a general comment on its validity or bias. 	1-2

Part B	14 Marks
Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained and well-structured argument which demonstrates a thorough understanding of intercultural understanding and misunderstanding through detailed reference to the usefulness and bias and/or validity of four reports from the media and presents a clear explanation of how these examples might shape people’s views on China. 	12-14
<ul style="list-style-type: none"> • Presents a well-structured argument which demonstrates an understanding of intercultural understanding and misunderstanding through reference to the usefulness, and bias or validity of four reports from the media and presents some explanation of how these examples might shape people’s views on China. 	9-11
<ul style="list-style-type: none"> • Presents a description of three or four examples from the media and links these to intercultural understanding and misunderstanding of China and makes some reference to how the examples might shape people’s views on China. 	5-8
<ul style="list-style-type: none"> • Presents a description of one or two (or a limited description of three or four) reports from the media and links this to intercultural understanding and/or misunderstanding of China. 	1-4

2.7 Sample Unit of Work: Social and Cultural Continuity and Change

Society and Culture HSC Course	HSC Core: Social and Cultural Continuity and Change	Indicative Course Time 30%																												
<p>The focus of this study is to understand the nature of social and cultural research methodologies and apply the fundamental concepts of Society and Culture within the context of continuity and change in a selected country.</p>																														
<p>Knowledge and Understanding Outcomes A student: H1 Explains the interaction between persons, societies, cultures and environments across time. H3 Accounts for cultural diversity and commonality within societies and cultures. H4 Evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures. H5 Evaluates the influence of power, authority, gender and technology on decision making and participation in society. H6 Applies and evaluates the methodologies of social and cultural research.</p>	<p>Assessment: Task: 1. Select three articles which best illustrate social and cultural continuity and change from the portfolio of articles collected. 2. Give a formal oral presentation (3 minutes) in which you explain why you selected each article and analyse the way the reported continuity or change has affected (or might affect) your experience, values and attitudes.</p> <p><u>Outcomes to be assessed:</u> H4, H7, H8, H10</p> <p><u>Course components and weightings:</u> HSC Core: Social and Cultural Continuity and Change 20% <i>This task is described in detail in the Sample HSC Assessment Task in this document. (See page 19.)</i></p>	<p>Skills Outcomes A student: H7 Applies appropriate language and concepts associated with society and culture. H8 Selects, organises and evaluates information and sources for usefulness, validity and bias. H10 Communicates information, ideas and issues using appropriate written, oral and graphic forms.</p>																												
<p>Students learn about (<i>concepts to be integrated across this core study</i>):</p> <table border="0" style="width: 100%;"> <tr> <td><i>society</i></td> <td><i>time</i></td> <td><i>technology</i></td> <td><i>tradition</i></td> <td><i>westernisation</i></td> <td><i>identity</i></td> <td><i>social and cultural</i></td> </tr> <tr> <td><i>culture</i></td> <td><i>power</i></td> <td><i>continuity</i></td> <td><i>cooperation</i></td> <td><i>institutions</i></td> <td><i>industrialisation</i></td> <td><i>literacy</i></td> </tr> <tr> <td><i>persons</i></td> <td><i>authority</i></td> <td><i>change</i></td> <td><i>globalisation</i></td> <td><i>beliefs</i></td> <td><i>conflict</i></td> <td></td> </tr> <tr> <td><i>environment</i></td> <td><i>gender</i></td> <td><i>values</i></td> <td><i>modernisation</i></td> <td><i>heritage</i></td> <td><i>empowerment</i></td> <td></td> </tr> </table>			<i>society</i>	<i>time</i>	<i>technology</i>	<i>tradition</i>	<i>westernisation</i>	<i>identity</i>	<i>social and cultural</i>	<i>culture</i>	<i>power</i>	<i>continuity</i>	<i>cooperation</i>	<i>institutions</i>	<i>industrialisation</i>	<i>literacy</i>	<i>persons</i>	<i>authority</i>	<i>change</i>	<i>globalisation</i>	<i>beliefs</i>	<i>conflict</i>		<i>environment</i>	<i>gender</i>	<i>values</i>	<i>modernisation</i>	<i>heritage</i>	<i>empowerment</i>	
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Students learn about:	Teaching strategies:	Students learn to:																												
<p>The Nature of Social and Cultural Research Methodologies Examine the nature and characteristics of primary and secondary research. Distinguish between quantitative and qualitative research.</p>	<p>Use syllabus pages 17-18 and the glossary to overview the range of research methodologies and techniques.</p>	<p>Differentiate between the social and cultural research methodologies and techniques listed in this core study.</p>																												
<p>Examine the characteristics of the following social and cultural research methodologies and techniques</p> <table border="0" style="width: 100%;"> <tr> <td>survey</td> <td>case study</td> </tr> <tr> <td>interview</td> <td>questionnaire</td> </tr> <tr> <td>participant observation</td> <td>observation</td> </tr> <tr> <td>content analysis</td> <td>ethnographic study</td> </tr> <tr> <td>focus group</td> <td>action research</td> </tr> <tr> <td>statistical analysis (data analysis).</td> <td></td> </tr> </table>	survey	case study	interview	questionnaire	participant observation	observation	content analysis	ethnographic study	focus group	action research	statistical analysis (data analysis).		<p>Allocate the range of methodologies to small groups. Each group identifies particular methodologies which are appropriate to a specific research question (possibly topics of interest to group members for their PIP research) and presents an explanation of these findings to the class.</p> <p>Each student to submit PIP Research Proposal.</p> <p>Wadsworth,Y, <i>Do it Yourself Social Research</i>, Allen & Unwin, 1991. Howe,R & Lewis,R, <i>A Student Guide to Research</i>, Cambridge,1993.</p> <p style="text-align: right;">Relevant Outcomes: H6, H7, H8, H10.</p>	<p>Refine a research question or topic or issue.</p> <p>Select and justify appropriate methodologies to apply to a research question, topic or issue.</p>																
survey	case study																													
interview	questionnaire																													
participant observation	observation																													
content analysis	ethnographic study																													
focus group	action research																													
statistical analysis (data analysis).																														

Society and Culture Stage 6 Support Document

Students learn about:	Teaching strategies:	Students learn to:
<p>The Nature of Social and Cultural Continuity and Change</p> <p>Understanding continuity and change through:</p> <p>identifying the nature of social and cultural continuity and change;</p> <p>examining the impact of continuity and change upon the lives of people in the micro and macro worlds;</p> <p>distinguishing between personal experience and public knowledge;</p> <p>examining the role of power and authority in social and cultural continuity and change;</p> <p>Introducing theories of social change and evaluating their role in explaining continuities and changes in society.</p> <p>Explore continuity and change through examination of the following questions: Is all change necessarily progress? Which groups benefit from change? Which do not? Are westernisation, modernisation and industrialisation inevitable?</p>	<p>Identify the potential sources of social and cultural continuity and change:</p> <ul style="list-style-type: none"> • the physical environment • cultural innovation, eg discovery, invention, diffusion • population • technology, eg technological determinism, culture lag • human action, eg individual action, collective action such as social movements. <p>Select ONE of these sources and develop a portfolio of articles demonstrating examples which illustrate the impact of this source to both continuity and change.</p> <p>Assessment Task will enable students to share information from their articles.</p> <p>Robertson, I, <i>Sociology</i>, Worth, NY, 1987 Robertson, I, <i>A Brief Introduction to Society</i>, Worth, NY, 1987 <i>Australian Social Trends 1999</i>, ABS</p> <p style="text-align: center;">Relevant Outcomes: H1, H5, H6, H7, H8, H10</p> <p>Introduction to theories of social change. Discuss whether a theory can provide a better understanding of the process of change identified in particular portfolios.</p> <p>Bessant, J & Watts, R, <i>Sociology Australia</i>, Allen & Unwin, 1999, Chapter 2 'Mapping Sociological Theories' Relevant Outcomes: H3, H4,H7, H8</p> <p>Apply the question 'Is all change necessarily progress?' to the range of sources of change and continuity identified and evaluate how these have impacted on the lives of people.</p> <p>Define and distinguish between westernisation, modernisation and industrialisation and determine the roles these have played in the process of change and continuity in Australia and one other country.</p> <p>Bessant, J & Watts, R, <i>Sociology Australia</i>. Allen & Unwin, 1999, Chapter 1</p> <p style="text-align: center;">Relevant Outcomes: H1, H5, H7, H8</p>	<p>Compare and contrast the impact of continuity and change to a specific feature of the selected country.</p> <p>Construct scenarios for future directions in the selected country.</p> <p>Compare and contrast the impact of continuity and change to a specific feature of the selected country.</p>

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Students learn about:	Teaching strategies:	Students learn to:
<p>Social and Cultural Continuity and Change in a Selected Country</p> <p>Through the selection and study of a country for detailed study, students will:</p> <p>apply the fundamental course concepts to that country;</p> <p>examine the nature of traditional society and culture in that country;</p> <p>evaluate the nature of power and authority in that country;</p> <p>apply one theory of social change appropriate to the selected country.</p>	<p>Vietnam</p> <p>Applying the fundamental course concepts to traditional society and culture in Vietnam by examining the following.</p> <p>Society: the influence of foreign powers on Vietnamese society, eg China, France, the United States. Identifying the role of family life in Vietnamese society. Recognising the existence of ethnic minorities in Vietnamese society.</p> <p>Culture: the traditional gender roles in Vietnam, with the male as the head of the family. Identifying the role of festivals, oral traditions in music, distinct national dances such as that of the Meo, traditional theatre of <i>cheo</i>, fine arts and literature such as the famous 3000 verse epic <i>Kieu</i> by Nguyen Du (1766-1820).</p> <p>Persons: the existence of 54 nationalities within a population of 74 million.</p> <p>Environment: geographic — location in tropical Southeast Asia; historical — border with China; French and American invasions.</p> <p>Time: perceived origins as descendants of the Dragon and Fairy; Paleolithic, Neolithic and dynastic history; invasion and independent history.</p> <p>Duong Van Mai Elliott, <i>The Sacred Willow, Four Generations in the Life of a Vietnamese Family</i>, Oxford University Press, 1999. <i>Welcome To Vietnam</i>, The Gioi Publishers, Ha Noi, Vietnam. Relevant Outcomes: H1, H3, H5</p> <p>The nature of power and authority in Vietnam through a study of constitutional change from the constitutions of 1946, 1959, 1980 and 1992. Examining foreign criticism of Vietnamese government structures and policies. Studying the emergence of a codified legal system and the introduction of '<i>Doi Moi</i>' in 1986. Relevant Outcomes: H1, H3, H4, H5</p> <p>The application of evolutionary theories of social change to Vietnam by examining the country's change from an agrarian society to the philosophy and implications of '<i>Doi Moi</i>'. Reflecting on the appropriateness of the concepts of <i>gemeinschaft</i> and <i>gesellschaft</i> to the Vietnamese experience.</p> <p>Ole Steen Hansen, <i>Vietnam</i>, Wayland Publishers, 1996. Relevant Outcomes: H4</p>	<p>Compare and contrast the impact of continuity and change to a specific feature of the selected country.</p> <p>Evaluate strategies for change in the selected country.</p> <p>Compare and contrast the impact of continuity and change to a specific feature of the selected country.</p> <p>Evaluate strategies for change in the selected country. Construct scenarios for future directions in the selected country.</p>

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Students learn about:	Teaching strategies:	Students learn to:
<p>Make a detailed study of ONE of the following features which demonstrates both continuity and change in the selected country:</p> <p>education, beliefs, values and lifestyles, social welfare and health, gender roles and the status of women and men, laws and the legal system, government institutions, family life and population changes.</p> <p>Develop hypotheses for thinking about the future of the selected country, using techniques such as:</p> <p>simulation games, feasibility studies, scenario writing, analysing trends and making projections into the near future (forecasting).</p>	<p>Continuity and change in Vietnamese education by examining the development of Vietnamese education from the elite nature of Confucian scholars through to the socialist ideals of public education for all, and the standardization of educational levels and degrees in 1993.</p> <p style="text-align: right;">Relevant Outcomes: H4</p> <p>Developing hypotheses for thinking about the future of Vietnam by assessing the developments in Vietnam from 1975–1999, and using appropriate techniques such as forecasting and feasibility studies to project into the future. For example, the change in the inflation rate from 500% in 1984–5, to 5–6% in the early 1990s, the public pronouncements of the government to achieve industrialization and modernization, and the increase in university students in Vietnam from 107 000 in 1991 to 260 000 in 1995.</p> <p>Internet sites: http://asnic.utexas.edu/asnic/countries/vietnam/vietnam.html http://www.stapleshigh.net/shsira/Vietnam.html http://www.lonelyplanet.com.au/dest/sea/vietnam.htm#econ http://coombs.anu.edu.au/~vern/van_kien/docs.html</p> <p>The Gioi Publishers, 46 Tran Hung Dao, Ha Noi, Vietnam, are the Foreign Language publishing house of Vietnam. The Socialist Republic of Vietnam's embassy is at 6 Timbara Cr, O'Malley, Canberra, ACT, 2606.</p> <p style="text-align: right;">Relevant Outcomes: H4</p>	<p>Compare and contrast the impact of continuity and change to a specific feature of the selected country.</p> <p>Evaluate strategies for change in the selected country.</p> <p>Construct scenarios for future directions in the selected country.</p>

2.8 Sample HSC Course Assessment Task: Social and Cultural Continuity and Change

Outcomes to be assessed:

H4 Evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures.

H7 Applies appropriate language and concepts associated with society and culture.

H8 Selects, organises and evaluates information and sources for usefulness, validity and bias.

H10 Communicates information, ideas and issues using appropriate written, oral and graphic forms.

Course components and weightings selected:

HSC Core: Social and Cultural Continuity and Change:

20 marks

Sample Assessment Task:

1. Select three articles which best illustrate social and cultural continuity and change from the portfolio of articles you have collected on continuity and change in:
 - the physical environment
or
 - cultural innovation, eg discovery, invention, diffusion
or
 - population
or
 - technology, eg technological determinism, culture lag
or
 - human action, eg individual action, collective action such as social movements.
2. Give a formal oral presentation (three minutes) in which you explain why you selected each article and analyse the way the reported continuity or change has affected (or might affect) your experience, values and attitudes.

You will be assessed on how well you:

- explain why you selected the three articles as examples of continuity and change;
- evaluate the implications of the reported aspects of continuity or change for Australian society and culture;
- give an effective presentation in the given timeframe.

Marking Scheme Developed

20 Marks

Criteria	Marks
<ul style="list-style-type: none"> • Within the given timeframe. • Well-structured overall presentation that uses sentence structure and vocabulary appropriate to audience and situation. • Uses volume, pace, eye-contact and emphasis appropriately to effectively convey ideas and information. • Provides an explanation of the reasons for selection of articles which links them clearly and soundly to aspects of continuity and change. • Presents a thorough evaluation of the implications of the change and/or continuity for Australian society and culture. • Appropriately integrates language and concepts associated with society and culture. 	16–20
<ul style="list-style-type: none"> • Within the given timeframe. • Overall presentation is structured and sentence structure and vocabulary is generally appropriate to audience and situation. • Uses volume, pace, eye-contact and emphasis to convey ideas and information. • Provides an explanation of the reasons for selection of articles which links them to aspects of continuity and change. • Presents an evaluation of the implications of the change and/or continuity for Australian society and culture. • Appropriately applies language and concepts associated with society and culture. 	11–15
<ul style="list-style-type: none"> • Oral presentation with basic overall structure and basic recognition of audience and situation. • Very basic use of volume, pace, eye-contact and emphasis to convey ideas and information. • Provides a basic explanation of the reasons for selection of articles with some reference to continuity and change. • Makes reference to the implications of the change and/or continuity for Australian society and culture. • Makes basic, but appropriate, use of language and concepts associated with society and culture. 	6–10
<ul style="list-style-type: none"> • Oral presentation with limited overall structure and limited recognition of audience and situation. • Very limited, or inappropriate, use of eye-contact and emphasis to convey ideas and information. • Provides a limited explanation of the reasons for selection of articles. • Makes limited reference to the implications of the change and/or continuity for Australian society and cultures. • Makes limited or inappropriate use of language and concepts associated with society and culture. 	1–5

3 Personal Interest Project Certification

As specified in the syllabus, all students will report the progress of their research and writing at *three* times during the process of working on their personal interest project. The original of each completed and signed report should be retained by the teacher and a copy given to the student. These reports should be retained as part of school records. They are separate and additional to the final certification documents, which are supplied by the Board of Studies and submitted with the finished project.

Students may use the *Personal Interest Project Research Proposal* as the first step in this ongoing certification process. If this is the case, at least two further *Personal Interest Project Progress Report* sheets should be completed.

Alternatively, *three Personal Interest Project Progress Report* sheets should be completed.

3.1 Personal Interest Project Research Proposal

Student Name:

To be completed and signed by student and teacher.

Original to be kept by teacher as part of Personal Interest Project Certification Records. Students should receive a copy of the completed form.

	Student Proposal:	Teacher Comments:
General Area of Interest		
Specific Topic Statement or Question		
Statement of the specific aims of the research and the overall goals of your personal interest project		
Statement of how the topic relates to the Society and Culture syllabus, including identifying specific concepts		
Statement of which methodology/ies will be used in researching the topic, and why they are appropriate		
Outline of resources that can be accessed to research the topic		

Student Signature: **Date:** / / **Teacher Signature:** **Date:** / /

3.2 Personal Interest Project Progress Report

Student Name:

To be completed and signed by student and teacher at appropriate intervals of the research and writing process.

Original to be kept by teacher as part of Personal Interest Project Certification Records. Students should receive a copy of the completed form.

Student Comments:

Are there any changes to your Topic Statement or Question?																															
Comment on the progress of your diary .																															
Comment on the progress of your research .																															
Comment on the progress of your writing and editing .																															
Outline your next steps towards completing your personal interest project.																															
Questions or other comments.																															
Self Evaluation: locate your current position on the scale 1-10.	<table style="width:100%; border:none;"> <tr> <td style="text-align:center;">1</td> <td style="text-align:center;">2</td> <td style="text-align:center;">3</td> <td style="text-align:center;">4</td> <td style="text-align:center;">5</td> <td style="text-align:center;">6</td> <td style="text-align:center;">7</td> <td style="text-align:center;">8</td> <td style="text-align:center;">9</td> <td style="text-align:center;">10</td> </tr> <tr> <td colspan="5" style="text-align:left;"><i>Starting your</i></td> <td colspan="5" style="text-align:right;"><i>The finished</i></td> </tr> <tr> <td colspan="5" style="text-align:left;"><i>Personal Interest Project</i></td> <td colspan="5" style="text-align:right;"><i>Personal Interest Project</i></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<i>Starting your</i>					<i>The finished</i>					<i>Personal Interest Project</i>					<i>Personal Interest Project</i>				
1	2	3	4	5	6	7	8	9	10																						
<i>Starting your</i>					<i>The finished</i>																										
<i>Personal Interest Project</i>					<i>Personal Interest Project</i>																										

Teacher Comments:

<ul style="list-style-type: none"> • use and application of concepts • application of methodologies • cross-cultural comparison • communication skills • appropriateness of resources • integration skills • achievement of outcomes: H1, H6, H8, H9, H10, H11. 	
Overview of work in progress and suggestions for further development.	

Student Signature: **Date:** / / **Teacher Signature:** **Date:** / /