Details to remember

My Teacher/s name/s:
___________________________________

Teacher email:
_________________________________________@det.nsw.edu.au
_________________________________________@det.nsw.edu.au

Google classroom code:
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# Year 11 Course Overview

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Expectations

General Expectations

This course is an academic course and as such students are expected to put in a diligent effort in order to do their individual best. It is expected that students will meet attendance requirements, come to each lesson prepared and ready to learn and respect the expectations of their teachers. Students MUST have a physical book in which to do their work and keep important documents. Students are also expected to complete personal study (outside of class time) in order to prepare themselves for tasks, examinations and to extend their knowledge. It is advised that students keep up to date with news and current events. This may include reading newspapers, watching news programs and engaging with extra content shared with the class by teachers. This will enhance and build on the student’s understanding of the course.

Assessment Tasks and Drafting

You are encouraged to submit written drafts of your assessment tasks. Please remember that your teacher needs time to read them. You are able to submit a draft up until 48 hours prior to the task being due. You can submit either a hard copy or you can create a Google Doc and share it with your teacher. In the interest of fairness you can submit a maximum of two drafts per assessment task.

Top Tips for Success

- Start Assessment Tasks early
- Tick off/highlight on the syllabus when you have completed a dot point
- Check the Google Classroom if you are away
- Check in with your teacher about your progress regularly
- Tuesday Afternoon Tutorials in the Library from 1pm-2pm on a Tuesday
- Test yourself by completing sample questions and tasks
## TEC YEAR 11 SCOPE & SEQUENCE
### SOCIETY AND CULTURE
#### 2020

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**Personal and Social Identity**

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**Intercultural Communication**

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### Term 3 (2020)

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**Intercultural Communication**

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**Non Assessed Yearly Examination**
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Preliminary course outcomes</th>
<th>HSC course outcomes</th>
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<tbody>
<tr>
<td><em>Students will develop knowledge and understanding about:</em></td>
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<tr>
<td>social and cultural concepts and their application</td>
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<tr>
<td>personal, social and cultural identity and interactions within societies and cultures</td>
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<td>how personal experience and public knowledge interact to develop social and cultural literacy</td>
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<tr>
<td>continuity and change, personal and social futures</td>
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<tr>
<td>social and cultural research methods</td>
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<tr>
<td><strong>A student:</strong></td>
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<td><strong>A student:</strong></td>
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<tr>
<td>P1 identifies and applies social and cultural concepts</td>
<td>H1 evaluates and effectively applies social and cultural concepts</td>
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<tr>
<td>P2 describes personal, social and cultural identity</td>
<td>H2 explains the development of personal, social and cultural identity</td>
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<tr>
<td>P3 identifies and describes relationships and interactions within and between social and cultural groups</td>
<td>H3 analyses relationships and interactions within and between social and cultural groups</td>
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<tr>
<td>P4 identifies the features of social and cultural literacy and how it develops</td>
<td>H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy</td>
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<tr>
<td>P5 explains continuity and change and their implications for societies and cultures</td>
<td>H5 analyses continuity and change and their influence on personal and social futures</td>
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<tr>
<td>P6 differentiates between social and cultural research methods</td>
<td>H6 evaluates social and cultural research methods for appropriateness to specific research tasks</td>
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<tr>
<td>Objectives</td>
<td>Preliminary course outcomes</td>
<td>HSC course outcomes</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td><em>Students will develop skills to:</em></td>
<td><em>A student:</em></td>
<td><em>A student:</em></td>
</tr>
<tr>
<td>apply ethical social and cultural research to investigate and analyse information from a variety of sources</td>
<td>P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias</td>
<td>H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias</td>
</tr>
<tr>
<td></td>
<td>P8 plans and conducts ethical social and cultural research</td>
<td>H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex</td>
</tr>
<tr>
<td></td>
<td>P9 uses appropriate course language and concepts suitable for different audiences and contexts</td>
<td>H9 applies complex course language and concepts appropriate for a range of audiences and contexts</td>
</tr>
<tr>
<td></td>
<td>P10 communicates information, ideas and issues using appropriate written, oral and graphic forms</td>
<td>H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms</td>
</tr>
</tbody>
</table>
Framework for the study of Society and Culture

Content from sections 8.1, 8.2 and 8.3 may be drawn upon for the HSC examination.

8.1 Features of Preliminary and HSC content

Society and Culture integrates concepts and applies methods to the subject matter. The concepts are tools to organise and to further understand the subject matter. They spiral through the course and are classified as fundamental, additional and related.

The fundamental course concepts are:

- persons
- culture
- time
- society
- environment

The fundamental course concepts are central to understanding the interactions in society at the micro, meso and macro levels. To comprehend any group of people, it is important to understand that there is a two-way interaction between any combination of the fundamental course concepts.

Persons

Every person is a unique individual who develops in a social and environmental setting in which he or she is influenced by, and interacts with, other persons and groups. Communication, the sharing of values and beliefs, and cooperation are major interactions. The identity achieved by each individual is the result of interactions at the micro, meso and macro levels of society.

Society

Society is made up of people, groups, networks, institutions, organisations and systems. These aspects of society may include local, national, regional and international patterns of relationships and organisation. People belong to informal and formal groups, and within and between these groups there are patterns of interactions that contribute to unique cultures.
Culture
Culture refers to the shared knowledge, attitudes and behaviours that give each society its coherence, identity and distinctive way of life. Culture is demonstrated by the beliefs, customs, values, norms, rules, laws, governance, arts, technologies and artefacts that people generate and use as they interpret meaning from their world and solve present and future problems. Culture is dynamic and undergoes change, and is therefore not static.

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

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

There is a dynamic interaction between the five fundamental concepts, as illustrated by the concepts diagram above.
The additional course concepts are:

- **power**
- **gender**
- **technologies**
- **authority**
- **identity**
- **globalisation**

The additional course concepts help us to understand and analyse the interactions between the fundamental course concepts. These additional course concepts are important when analysing and understanding the interactions of society at the micro, meso and macro levels.

**Power**

Power is the ability or capacity to influence or persuade others to a point of view or action to which they may not always agree. Exercising power is important in initiating or preventing change.

**Authority**

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

**Gender**

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

**Identity**

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

**Technologies**

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

**Globalisation**

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

*Note: There is continual interaction between the five fundamental course concepts and the six additional course concepts. None of these course concepts can be studied in isolation. An understanding of this interaction underpins the core and depth studies in both the Preliminary and the HSC courses.*
8.2 Social and cultural research methods

During the study of both the Preliminary and the HSC courses, students are required to develop knowledge and understanding of a variety of the methods used to conduct research. Students will also need to develop skills in:

- planning research tasks, including developing appropriate research methods
- applying research methods ethically
- compiling and organising collected information
- analysing, synthesising and interpreting the findings
- writing up and editing their conclusions in ways appropriate to different audiences.

The term ‘method’ refers to the specific tools of the investigation, or the ways that data can be collected and analysed – for example, a questionnaire.

Two main approaches for research are quantitative and qualitative.

**Quantitative methods** enable the collection of very specific data from a sample of the relevant population. The findings may then be extrapolated for the whole population under study. With a quantitative method, information is collected by counting, and is able to be collated into percentages and then represented by tables and graphs.

While the ease of collating data gathered through quantitative methods has its advantages for the researcher, it must be remembered that quantitative methods:

- do not allow the researcher to interact closely or personally with those being questioned; the process is impersonal and as objective as possible
- rely heavily on the researcher’s ability to develop a non-biased set of research questions or items in order to record data within the selected sample.

**Qualitative methods** rely on the researcher’s interpretive skills to understand the often complex and detailed data gathered.

Qualitative research is useful:

- for studies at the individual or small group level
- for finding out, in depth, how and what people are thinking and feeling.

Analysis of qualitative data can be more challenging than analysis of the numbers collected through a quantitative method.

Analysis of qualitative data requires sorting responses to open-ended questions and interviews into broad themes or categories before the researcher is able to draw meaning or conclusions from the data.

Research methods such as questionnaire and interview can produce both quantitative and qualitative information, depending on how the questions are structured.

Closed questions that require only a ‘yes’ or ‘no’ answer, or questions that allow only a limited choice of responses, produce easily quantified and tabulated data.

Open-ended questions, on the other hand, produce descriptive responses that are qualitative in nature and therefore require categorising and analysing before any understanding can be gained.
It is important to remember that research methods exist on a continuum from quantitative to qualitative — that is, from methods that easily measure and quantify data to those that collect detailed and less measurable and, therefore, less quantifiable data. Many methods contain aspects of both — that is, they include quantitative and qualitative elements.

<table>
<thead>
<tr>
<th>Distinguishing the two broad approaches to social research</th>
<th>Quantitative methods</th>
<th>Qualitative methods</th>
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<tbody>
<tr>
<td>Researchers collect data that can be measured, counted or quantified, resulting in a statistical report. The focus of quantitative research is WHAT and HOW MANY.</td>
<td>Large and randomly selected sample of respondents who represent the particular population of interest. Structured data collection instrument, with closed-ended or rating-scale questions. Quantities and trends identified; comparisons can be made. Researcher is not necessarily known to the participants. Participant characteristics can be hidden from the research. Lack of direct contact with the sample assists detachment of the researcher; however, care still needs to be taken in construction of the instrument to ensure that the researcher is aware of potential bias that may be built into the questions. Quantifies the findings in numerical data, tables, graphs and diagrams.</td>
<td>Usually a small sample and not randomly selected. Interactive process. Participants’ characteristics may be known to the researcher. Narrative report with conceptual description of behaviour, values, attitudes and beliefs. Contains direct quotations from research participants. Invaluable for the exploration of subjective experiences. Relies heavily on the researcher’s interpretive skills to understand the complexities of findings. Direct quotations from documents and from participants can be utilised.</td>
</tr>
<tr>
<td>Researchers aim to gather an in-depth understanding of an issue by way of open-ended questioning, non-statistical research techniques, or value-based observations. A qualitative investigation focuses on WHY and HOW.</td>
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**Research methods**

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<tr>
<th>Quantitative methods of research</th>
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<tr>
<td><strong>Questionnaire</strong> with closed-ended questions or rating scale questions where the findings can be counted and observed as statistics – the data collected can be quantified.</td>
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<tr>
<td><strong>Content analysis</strong> is used in quantitative research to detect and count, and the data collected in this way can be quantified.</td>
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<tr>
<td><strong>Statistical analysis</strong> examines statistics to make generalisations and extrapolate trends.</td>
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<tr>
<td><strong>Observation</strong> that detects and counts and where the data collected can be quantified.</td>
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<th>Qualitative methods of research</th>
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<tr>
<td><strong>Questionnaire</strong> with open-ended questions gathers opinions and therefore is qualitative in nature.</td>
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<tr>
<td><strong>Content analysis</strong> as a qualitative method is used to analyse and interpret themes, words and images from documents, film, art, music and other cultural artefacts and media. After coding the responses, the researcher analyses, interprets and makes qualitative judgements about meanings of the content.</td>
</tr>
<tr>
<td><strong>Interview</strong> with open-ended questions is qualitative in nature.</td>
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<tr>
<td><strong>Focus group</strong> entails the collection of data from an in-depth planned discussion of a defined topic held by a small group of people brought together by a moderator.</td>
</tr>
<tr>
<td><strong>Secondary research</strong> involves accessing data already produced by other researchers. The researcher makes a subjective judgement about what material is useful and what is not for the purpose of the research process. Summaries and syntheses are made of the research findings.</td>
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<tr>
<td><strong>Personal reflection</strong> is the use of, and evaluation of, personal experiences and values to demonstrate analysis and interpretation of data in the context of the research focus.</td>
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<tr>
<td><strong>Participant observation</strong> is where the researcher is immersed in the action being observed and his or her role as researcher is not obvious. Non-participant observation is where the researcher observes the interactions taking place without actively engaging in them. The researcher draws meaning from what is being observed, rather than simply counting specific actions as in a quantitative observational study. Both participant and non-participant observation can be covert or overt.</td>
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<tr>
<td><strong>Case study</strong> involves the in-depth study of a cultural group, which can be any group of individuals who share a common social experience and/or location. Case study is considered a methodology when it combines two or more research methods, such as ‘observation, interview and documentary evidence’, to gather the data.</td>
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Ethical research

Social and cultural researchers are expected to conduct research in an ethical manner.

Following the principles of ethical research is important because:

• this promotes trust that the information collected will be used responsibly and will be treated with respect and confidentiality
• if the respondents feel comfortable with the ethical research process, they are much more likely to offer replies to questions and therefore genuine knowledge can be gained by the researcher.

In practice, ethical research means that:

• any prospective research participants must be fully informed about the procedures and any possible risks involved in the research, and must give their consent to participate
• participants are not put in awkward situations or asked to talk about sensitive topics that may make them feel uncomfortable
• the ethical researcher is open and honest with participants about the topic and scope of the project and the nature of the participation or information expected from them
• the protection of participants’ rights to confidentiality and privacy is ensured
• the researcher anticipates any negative effects on the research participants (including the researcher), such as personal danger, police intervention, social embarrassment or harassment – the researcher needs to prevent these
• the researcher is mindful of the special needs of any vulnerable groups, such as children
• there is nothing covert associated with the research.

Once data (information) is collected, the researcher begins the process of analysis, synthesis and deduction. At this point, the ethical researcher needs to be aware of any assumptions or biases that may underlie the research. It is critical that the researcher analyses the data without looking for evidence to support any preconceived ideas about what she or he may find.

Ethical research practices apply to both primary and secondary research – for example, in secondary research, the collection and use of information from books, magazines, the internet, communication technologies and so on. The protection of intellectual property in the writing-up process through the acknowledgement of all information used is critical, not only out of respect for the original author of the information but also to protect the researcher from breach of copyright law. With the availability of film clips, information, images and other content from the many sources accessible to researchers, discernment and care need to be taken in order to avoid material that might be inappropriate or potentially offensive for the audience of the final product.

Plagiarising other people’s work is unethical, a breach of copyright law, a misuse of intellectual property, and an untruthful representation of other people’s work as the researcher’s own. Researchers must never plagiarise!
The process of research
The process of research is important to the core and depth studies, as well as to the Personal Interest Project. Below is a guide to assist with the process of research in Society and Culture.

1. Decide on the topic to be researched. This may require some preliminary reading on the part of the researcher to gather ideas. Curiosity or personal interest may inspire the topic choice.

2. Develop a focus question or hypothesis. The researcher may break this focus question or hypothesis into sub-questions and list them in logical order, so that the research process can develop in a coherent way.

3. Gather background information from all appropriate sources.

4. Design the research. Choose research methods that best support finding answers to the research question or sub-questions. One sub-question may require a different method from another. For example, background reading and information gathering would require the method of 'secondary research'. Gathering information from a section of the population could require a questionnaire. For example, researching how many times a gender-specific sporting event is covered by the mass media would require the method of 'content analysis'.

5. Develop the research methods to be used. The researcher needs to be aware of any biases that might exist and take care to be as detached as possible.

6. Apply the research methods ethically.

7. Once gathered, the information needs to be compiled and organised into manageable amounts so that the researcher can make sense of the findings.

8. These findings then need to be analysed and synthesised. Effective analysis of information (data) gathered through the research methods used is a critical step in any research process. It is not enough simply to state what has been found; the researcher must reflect on what the findings mean and how they relate to the research topic. Conclusions need to be drawn and any suggestions, new theories, recommendations or implications arising from the conclusions need to be established.

9. Writing up the researcher's conclusions is a critical part of the research process. How the researcher chooses to compile the findings and the analysis of these findings will depend on the nature of the topic and the individual preference of the researcher. Whatever format the researcher chooses, effective communication for the appropriate audience is the key to the success of this final stage of the research process. Consistent with ethical research practices, the researcher must acknowledge all sources of information gathered during the research process. This requires noting all bibliographical details of all reference materials used – including books, internet articles, personal interviews and other sources – in a comprehensive reference list. It is highly recommended that the researcher compile these bibliographical details as the materials are consulted, so that the information is readily available at the end of the process. Any information for which bibliographical details cannot be provided in the reference list should not be included in the final copy of the research report.

10. The writing-up process may take two or more drafts before the researcher is satisfied with the final product. Careful editing of language and construction is important so that the researcher's conclusions are made clear. Even if the report is delivered in an oral format, the writing-up process is necessary.
Diagrammatical representation of the process of research

1. Decide on the topic to research
   - Curiosity
   - Own interest
   - Prior research
   - Topic may be given, eg school assignment

2. Develop a focus question or hypothesis
   - Narrow or broaden the question
   - What is known or needs to be known?
   - Develop sub-questions in logical order so research can develop in a coherent way
   *Note: The topic question or hypothesis may need to be further refined during the course of the research process.*

3. Gather background information
   - Reference books
   - Internet articles
   - Experts

4. Design the research
   - Choose the research methods that best support finding answers to the research question(s) – different sub-questions may require different research methods, eg secondary research and questionnaire
   - Choose appropriate samples of the population (who, how many, etc) and plan how to access them

5. Develop the research methods to be used
   - Questionnaire(s)
   - Interview questions, etc

6. Apply the research methods ethically
   - Ethical research practices are especially important during this stage of the process

7. Compile and organise collected information so that it is manageable
   - Primary data responses to questionnaire(s), interview questions, data from content analysis, etc
   - Secondary information

8. Analyse, synthesise and interpret the findings
   - Develop new theories or suggestions depending on the nature of the topic

9. Write up the conclusions in an appropriate format, considering the audience for the final product
   - Include findings, analysis and conclusions
   - Include recommendations or implications
   - Include complete reference list

10. Check the final product for editing or typing mistakes and ensure that all bibliographical information is included and correct
    - The writing-up process may take two or more drafts before the researcher is satisfied with the final product.
    - Careful editing of language and construction is important so that the researcher’s conclusions are made clear. Even if the report is delivered in an oral format, the writing-up process is necessary.
### 8.3 Social and cultural literacy

Society and Culture is designed to facilitate the development of a student’s social and cultural literacy. Achieving social and cultural literacy is a developmental process that requires the student to synthesise personal experience and public knowledge at the micro, meso and macro levels of society.

Social and cultural literacy refers to the idea that people should possess a body of knowledge, understanding and skills that allows them to share, communicate effectively, and respect themselves and others. The process of gaining social and cultural literacy is reflected in the diagram below.

**Personal experience** refers to the knowledge gained from reflecting on individual experiences.

**Public knowledge** refers to general knowledge and the knowledge available to everyone. The term also refers to all the knowledge found in the public domain that is the work or research of other people.

**Micro-level** interactions are personal and occur between individuals and their family, peers and individuals in the community.

**Meso-level** interactions occur between the micro and the macro levels of society. Meso-level structures are groups in the community, village, school, workplace, local interest club, branch, organisation and state. The meso level is also known as the middle level.

**Macro-level** interactions are impersonal and relate to large institutions, the media, law and government and are evident at a national and international level.

*Interactions exist between micro and meso, micro and macro, and meso and macro levels.*

*Interactions should be viewed as two-way.*
Social and cultural literacy

A socially and culturally literate person demonstrates the following characteristics:

Has a sense of personal, social and cultural identity and understands that culture underpins one’s behaviour, beliefs and values

Is interested in, observes and asks questions about the micro, meso and macro levels of society

Empathises with and appreciates the diverse beliefs and values of different societies and cultures

Researches effectively and ethically, showing critical discernment towards information and the media

Communicates effectively with individuals and groups and works cooperatively in a cross-cultural setting

Applies skills to achieve social inclusion and is aware of the issues of discrimination and prejudice

Avoids making judgements of another culture’s practices using the values of his or her own culture

Has a sense of social responsibility and displays active citizenship by engaging critically with social issues, and takes considered action for the welfare, dignity, social justice and human rights of others at the local, national and global levels

Is aware of, and sensitive to, major national and global issues such as poverty, disease and conflict, including armed conflict

Considers the impact of globalisation, technologies and rapid change, as well as continuity and its implications for the future
8.4 Content: Society and Culture Preliminary course

Preliminary depth study: *The Social and Cultural World*  
(30% of course time)

The focus of this study is the interactions occurring between persons and within and between groups, both in the contemporary world and in societies across time.

Outcomes

*A student:*

P1 identifies and applies social and cultural concepts

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

P6 differentiates between social and cultural research methods

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

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

Content

Integrated concepts

The fundamental, additional and related concepts listed below are to be integrated across the study of *The Social and Cultural World*.

Fundamental course concepts:

<table>
<thead>
<tr>
<th>persons</th>
<th>culture</th>
<th>time</th>
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<tbody>
<tr>
<td>society</td>
<td>environment</td>
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</table>

Additional course concepts:

<table>
<thead>
<tr>
<th>power</th>
<th>gender</th>
<th>technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>authority</td>
<td>identity</td>
<td>globalisation</td>
</tr>
</tbody>
</table>

Related depth study concepts:

<table>
<thead>
<tr>
<th>social and cultural literacy</th>
<th>social construct</th>
<th>micro/meso/macro level</th>
</tr>
</thead>
<tbody>
<tr>
<td>community</td>
<td>citizenship</td>
<td>social structure</td>
</tr>
</tbody>
</table>

continuity and change | socialisation |

Contemporary context

The following points are to be integrated across the study of *The Social and Cultural World*:

- use examples drawn from contemporary society
- assess the impact of technologies, including communication technologies, on individuals, groups and institutions.
The nature of the social and cultural world

Students will develop knowledge and understanding of the social and cultural world through the study of:

- an overview of the multicultural and hybrid nature of societies and cultures
- persons and their interactions with individuals, groups and the community within the contexts of micro-level, meso-level and macro-level society
- society as a construct that develops through time:
  - society is comprised of the interactions of its members at the micro, meso and macro levels
  - society influences the ways its members interact
  - how interactions between members of society cause change in the nature of society over time
  - how individual behaviour towards others is socially constructed and influenced by social expectation
- the following groups and institutions of society – how they shape and are shaped by individuals:
  - family
  - school
  - peers
  - work
  - government
  - legal system
  - media

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

- school
- family
- the media
- a group of which the student is a member.
Social and cultural research

Students will:

- outline the principles and practices of ethical research that underpin all social and cultural research
- examine the process of research using the steps briefly outlined below as a guide.

1. **Decide on the topic to be researched**

2. **Develop a focus question or hypothesis**

3. **Gather background information**

4. **Design the research**

5. **Develop the research methods to be used**

6. **Apply the research methods ethically**

7. **Compile and organise the collected information so that it is manageable**

8. **Analyse, synthesise and interpret the findings**

9. **Write up the conclusions in an appropriate format, considering the audience for the final product**

10. **Check the final product for editing or typing mistakes and ensure that all bibliographical information is included and correct**
Quantitative and qualitative research

Students will:

- explore the differences between quantitative and qualitative research
- determine the strengths and weaknesses of quantitative and qualitative methods for different research situations
- overview the following methods of research:
  - content analysis
  - interview
  - observation
  - participant observation
  - questionnaire
  - secondary research
  - statistical analysis
- examine at least TWO contemporary issues within society, using ONE appropriate research method drawn from:
  - content analysis of the media
  - questionnaire (short)
  - secondary research.

Focus study

Looking in/Looking out: Exploring the Social and Cultural World

Students gain an understanding of the social and cultural world through:

- a study, from Australia or overseas, of a cultural group that is different from the student’s own in relation to TWO of the following:
  - gender
  - identity
  - roles and status
  - conflict/cooperation
  - power, authority, influence and decision-making
- reflecting on their experience of their own society and culture and how this may be similar to, or different from, the cultural group in the focus study undertaken.
Preliminary depth study: *Personal and Social Identity*

*(40% of course time)*

The focus of this study is the process of socialisation, and the development of personal and social identity in individuals and groups in a variety of social and cultural settings.

**Outcomes**

*A student:*

P1 identifies and applies social and cultural concepts

P2 describes personal, social and cultural identity

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

P5 explains continuity and change and their implications for societies and cultures

P8 plans and conducts ethical social and cultural research

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

**Content**

**Integrated concepts**

The fundamental, additional and related concepts listed below are to be integrated across the study of *Personal and Social Identity*.

Fundamental course concepts:

- persons
- society
- culture
- environment
- time

Additional course concepts:

- power
- authority
- gender
- identity
- technologies
- globalisation

Related depth study concepts:

- the self and self-concept
- socialisation
- social construct
- life stages and life course
- roles and status
- rights and responsibilities
- kinship
- class
- ethnicity

**Contemporary context**

The following points are to be integrated across the study of *Personal and Social Identity*:

- use examples drawn from contemporary society
- assess the impact of technologies, including communication technologies, on individuals, groups and institutions.
The nature of the development of personal and social identity

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

- the development of personality, self-awareness and self-concept
- the development of identity and the social self
- the role of socialisation and the influence of agents of socialisation on the development of personal and social identity
- the influence of each of the following on the development of personal and social identity:
  - family and kinship
  - ethnicity and culture
  - gender
  - sexuality
  - beliefs
  - location, class and status
  - peers
  - school
  - media, including contemporary communication technologies
- the ‘nature versus nurture’ debate
- ‘adolescence’ as a social construct and its validity for different cultures
- theories that offer an explanation or understanding of the development of the physical and social self:

  TWO theorists to be studied from the following list:
  - David Elkind
  - Erik Erikson
  - Carol Gilligan
  - Robert Havighurst
  - Jane Loevinger
  - Jean Piaget
  - a theorist not listed above

- transitions through the life course:
  - changing rights and responsibilities
  - Theory of Generations: Karl Mannheim
    OR
Focus study

*Looking in/Looking out: Exploring the Processes of Socialisation*

Students are to:

- conduct a comparative cross-generational study of how the processes of socialisation have changed over time within the student’s own cultural context, using the research method of questionnaire or focus group
- conduct a study of the transition through life stages in a cultural group different from the student’s own – this may be a further development of the cultural group study undertaken in *The Social and Cultural World* depth study
- apply ethical research practices and follow the steps of the research process to:
  - develop and administer a questionnaire that contains both open and closed questions and that is suitable for people from different generations
  - compile, analyse and synthesise the results obtained
  - present the findings and conclusions about these findings in an appropriate format.
Preliminary depth study: *Intercultural Communication*  

(30% of course time)

The focus of this study is to understand how people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and their world.

**Outcomes**

A student:

P1 identifies and applies social and cultural concepts  
P3 identifies and describes relationships and interactions within and between social and cultural groups  
P4 identifies the features of social and cultural literacy and how it develops  
P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias  
P8 plans and conducts ethical social and cultural research  
P9 uses appropriate course language and concepts suitable for different audiences and contexts

**Content**

**Integrated concepts**

The fundamental, additional and related concepts listed below are to be integrated across the study of *Intercultural Communication*.

Fundamental course concepts:

<table>
<thead>
<tr>
<th>persons</th>
<th>culture</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td>society</td>
<td>environment</td>
<td></td>
</tr>
</tbody>
</table>

Additional course concepts:

<table>
<thead>
<tr>
<th>power</th>
<th>gender</th>
<th>technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>authority</td>
<td>identity</td>
<td>globalisation</td>
</tr>
</tbody>
</table>

Related depth study concepts:

Acculturation  
continuity and change  
cultural heritage  
cultural relativism  
cultural transmission  
customs  
cultural diversity  
stereotypes  
values
Contemporary context

The following points are to be integrated across the study of *Intercultural Communication*:

- use examples drawn from contemporary society
- examine the impact of technologies, including communication technologies, on individuals, groups and institutions.
The nature of communication

Students will develop knowledge and understanding of the nature of communication through a study of:

- how culture determines the ways individuals encode messages, what mediums they choose for transmitting them, and the ways messages are interpreted
- verbal and non-verbal communication
- the role of communication in maintaining social relationships and social control
- the individual’s rights and responsibilities in relation to communication, communication technologies and citizenship
- the impact of changing communication technologies on:
  - intra-generational interaction
  - language usage
  - cross-generational interaction
  - social interaction
  - cross-cultural interaction
  - globalisation.

Theories relating to intercultural communication

Examine ONE of the following theories and identify its strengths and weaknesses:

- Communication Accommodation Theory
- Cross-Cultural Adaptation Theory
- a school-selected contemporary intercultural communication theory.

Focus study

**Looking in/Looking out: Exploring Intercultural Communication**

Choose a cultural group and examine:

- aspects of society and culture that are similar to or different from the student’s own cultural group through the research method of secondary research
- the existence of group identity and commitment to cultural continuity
- examples of potential intercultural misunderstanding
- strategies for dealing with intercultural misunderstanding
- the role of intercultural exchange in gaining cultural perception and values
- the role of intercultural dialogue in effective intercultural communication.

Apply ethical research practices and follow the steps of the research process to:

- develop a set of interview questions that includes both open and closed questions and is suitable for a person from a culture different from the student’s own
- interview a person from a culture different from the student’s own
- analyse and synthesise the results
- present the findings and conclusions about these findings in an appropriate format.

*Note: Cultural difference may be based on gender, religion or ethnicity.*
# Glossary

All words contained in this glossary have a meaning specific to the context of the *Society and Culture Stage 6 Syllabus*. This glossary does not attempt to ascribe any absolute definition to terms. It is designed to assist teachers in interpreting this syllabus and to assist student learning.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>acculturation</td>
<td>The process of contacts between different cultures and also the outcome of such contacts. Acculturation occurs when members of one cultural group adopt the beliefs and behaviours of another group. It may involve direct social interaction or exposure to other cultures through mass media.</td>
</tr>
<tr>
<td>agent of socialisation</td>
<td>A person or institution that shapes an individual’s social development.</td>
</tr>
<tr>
<td>authority</td>
<td>Linked to power and the right to make decisions and to determine, adjudicate or settle issues and disputes in society. Authority is best understood as the legitimate use of power. The use of authority is important in the process of decision-making and in initiating change and maintaining continuity.</td>
</tr>
<tr>
<td>belief system</td>
<td>A system in which members of the group share a commitment to a set of beliefs and values that systematically defines a way of perceiving the social, cultural, physical and psychological world. Belief systems can be categorised as religious and non-religious. Both have rituals, symbols, stories, traditions and customs.</td>
</tr>
<tr>
<td>beliefs</td>
<td>A set of opinions or convictions; ideas we believe in as the truth. Beliefs can come from one’s own experience and reflection, or from what one is told by others.</td>
</tr>
<tr>
<td>case study</td>
<td>The case study method involves the collection of data related to an individual or small group through one or more research methods – for example, observation, interviews and the collection of documentary evidence. Because case study can, and often does, include different methods to collect data, which are then combined with the purpose of illuminating the case from different angles, case study is considered as a methodology by many social researchers.</td>
</tr>
<tr>
<td>change</td>
<td>The alteration or modification of cultural elements in a society. Change to society can occur at the micro, meso and macro levels. It can be brought about by modernisation processes, including technological innovation. This force results in an alteration to culture.</td>
</tr>
<tr>
<td>commercialisation</td>
<td>The process of adding value to an idea, product or commodity with the aim of selling it and making a profit. Commercialisation is about preparing the item for sale and making money from it. The success of commercialisation often relies on marketing and advertising.</td>
</tr>
<tr>
<td>commodification</td>
<td>A social process by which an item is turned into a commodity in readiness to be traded. The process relies on marketing strategies with the aim of producing a perceived value in the item.</td>
</tr>
</tbody>
</table>
**commodity**
A marketable item or consumer object that can be supplied because there is a demand and that can be purchased through economic exchange.

**communication technologies**
Technologies used in transmitting information and entertainment between senders and receivers across various media, including newspapers, magazines, movies, broadcast, cable, satellite, radio and the internet.

**community**
A (usually local) social system with an implied sense of relationship and mutual identity among its members. As well as being locational, a community can be a group that shares a strong common interest and whose members communicate over space and through time using communication technologies.

**conflict**
A perceived incompatibility of goals or actions. Conflict can occur at all levels in society and its resolution can involve modification to what was previously in place.

**conformity**
When individuals behave in certain ways as a result of group pressure, whether real or imagined.

**consumption**
The process of selecting and using a product. Consumption involves a conscious decision to engage with a commodity.

**content analysis**
Used to investigate and interpret the content of the mass media and historical documents in order to discover how particular issues are (or were) presented. At its most basic, content analysis is a statistical exercise that involves counting, categorising and interpreting words and images from documents, film, art, music and other cultural products and media in relation to an aspect or quality of social life. When used as a qualitative method, content analysis helps the researcher to understand social life through analysis and interpretation of words and images from documents, film, art, music and other cultural artefacts and media.

**continuity**
The persistence or consistent existence of cultural elements in a society across time. Continuity can also be referred to as the maintenance of the traditions and social structures that bring stability to a society.

**cooperation**
The ability of individual members of a group to work together to achieve a common goal that is in the group’s interests and that contributes to the continued existence of the group.

**cultural diversity**
Appears as a society becomes larger and more complex, immigrant groups join the dominant culture, and subcultures form within the society. The more complex the society, the more likely it is that its culture will become internally varied and diverse. Cultural diversity implies a two-way sharing of ideas, customs and values among the various cultural groups that comprise the society.
cultural heritage  
The practices, traditions, customs and knowledge that define who we are socially and personally. Cultural heritage is an expression of the values that help us to understand our past, make sense of the present, and express a continuity of culture for the future. Cultural heritage can be analysed at the micro, meso and macro levels in society.

cultural relativism  
The idea that concepts are socially constructed and vary across cultures. Therefore, individuals and groups must always view other cultures objectively and not judge them using the values and norms of their own culture as a measure of right or wrong.

cultural transmission  
The transmission of culture – such as traditions, values, language, symbols, cultural traits, beliefs and normative behaviour – across and between generations in society.

customs  
Established ways of acting or cultural practices that are unique to groups in society. Customs have important links to the heritage, values and traditions of people.

deindividuation  
When individuals lose self-awareness and self-restraint when acting within a group that allows more anonymity. When deindividuation occurs, individuals feel less responsible for their actions and will do things in groups that they otherwise would not do.

discrimination  
Treating a person or group differently, often in a negative manner, usually as a result of prejudice. Discrimination may also be positive, designed to redress perceived injustice.

empowerment  
A social process that gives power or authority to people at a micro level, to groups at a meso level, and to institutions at a macro level, allowing them to think, behave, take action, control and make decisions.

equality  
Occurs when individuals and groups within a society have the same chances of access to education, wealth, power, equal rights under the law, and so on. True social equality occurs when there is social mobility and access to opportunities and resources that are socially valued. True equality is often thought of as an ideal, rather than an achievable reality.

ethical  
Ethics refers to moral issues of what is right or wrong. Ethical behaviour follows understood codes of what is morally right when undertaking any study of people or society. In terms of social research, this means informed consent, confidentiality and privacy, consideration of the possible effects on research participants and on the researcher herself or himself, consideration of vulnerable groups, such as children, and the avoidance of any covert research, which would mean that no informed consent from research participants was given. Ethical research also means that any material from sources other than the researcher’s own work is clearly acknowledged.

ethnicity (ethnic identity)  
An individual’s identification with, or sense of belonging to, an ethnic group. This is based on perceived common origins that people share, such as a specific ancestry and culture, that mark them as different from others.
**evolutionary change**  
The process of structural change that creates a slow alteration in the institutions or social roles of a society that are then integrated into that society. Evolutionary change, like all social change, can occur as a result of internal sources, such as ideological and/or cultural shifts or technological innovation, or external sources, such as environmental conditions, acculturation or cultural diffusion.

**family**  
A social group characterised by (usually) common residence, economic cooperation and reproduction.

**focus group**  
A research method used to collect data from an in-depth planned discussion of a defined topic held by a small group of people brought together by a moderator. An interview schedule, time and place are organised. The recording of responses increases the success of this method. The techniques of conducting the focus group are similar to those of conducting an in-depth interview. However, the researcher needs to be able to manage the discussion.

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

**globalisation**  
A process of integration and the sharing of goods, capital, services, knowledge, leisure, sport, ideas and culture between countries. It has been brought about by improved technologies. Globalisation is evidenced in the emergence of global patterns of consumption and consumerism; the growth of transnational corporations; the emergence of global sport; the spread of world tourism; and the growth of global military and economic systems. Globalisation has created a consciousness of the world as a single place.

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

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

**ideology**  
An organised collection or body of ideas that reflects the beliefs, values and interests of a group, system, institution or nation. In general use, the term refers to the body of doctrine, myth and symbols held by the group that guides individual and group actions.

**institutional power**  
The power that exists in institutions and how it is used to control aspects of society. Institutions such as the family, school, law and government use inherent power to control, change and maintain continuity of interactions.
The structural components of a society through which its main concerns and activities are organised – for example, the church, the law, the government and the family. These structures provide stability and continuity for society.

An interview may be tightly structured, semi-structured, unstructured, in-depth or conversational. This method involves the researcher and the interviewee in a one-to-one situation and may be quite time consuming. The researcher may interview several people at different times using the same interview questions.

Established relationships between individuals and groups on the basis of socially recognised biological relationships or marital links.

The relative level of opportunity that an individual has to acquire material, social and cultural rewards such as education, possessions and status. To a significant extent, an individual's position in the stratification system will have important implications for many other areas of their lives. It will affect their access to those things defined by society as desirable, and their ability to avoid those things defined as undesirable. A person's life chances are also influenced by other aspects of stratification, such as gender and ethnicity.

A culturally defined sequence of age categories through which people are usually expected to pass as they progress from birth to death.

Where communities or societies respond to globalisation by adopting and adapting introduced ideas and practices to suit people's needs in their local context.

The 'big picture' – the wider social structure, social processes and their interrelationships. Macro-level society includes those social institutions – such as the media, the law, the workplace and the government – that help to shape the social and cultural world. The macro level examines how these collective groups relate to the wider society of which they are a part (as a whole).

The middle ground where individuals interact within groups such as schools, communities, church groups and neighbourhoods. The meso level consists of larger groups that interact directly with the individual. It focuses on relationships between middle-level social structures and the individual. Meso-level society is also known as middle-level society.

Where individuals' everyday actions and social interactions occur – for example, within families and small-scale social groups. The micro level focuses on patterns of social interaction at the individual level.

A process of dynamic social change resulting from the diffusion and adoption of the characteristics of apparently more advanced societies by other societies that are apparently less advanced. It involves social transformation whereby the society becomes technologically advanced and updates cultural life.
multiculturalism An approach to cultural diversity in society that promotes the view that cultural difference should be respected and even encouraged and supported. Multiculturalism is premised on the belief that different cultural groups can live together harmoniously, each contributing to an enriching of the whole society.

mythology A set of stories or traditions that serves to support a worldview or is associated with a group or historical event. Myths may have arisen naturally from truth, or they may be fabricated or deliberately fostered to rationalise, support or explain ideas. Mythologies and their narratives provide a framework for societies to explain or support a belief or practice.

non-participant observation The researcher observes the action taking place without actively engaging in it or interacting with the participants. The researcher draws meaning from what is being observed, rather than simply counting specific actions as in a quantitative observational study. Non-participant observation can be covert (participants not aware of the researcher) or overt (participants aware of the researcher and his or her purpose). A criticism of overt non-participant observation is that the very presence of the researcher alters the behaviours and interactions of those being observed (the Hawthorne effect). A criticism of covert research is that it raises ethical concerns.

norms Shared expectations of behaviour that are considered to be culturally and socially desirable and appropriate. Norms are prescriptive, but lack the formal status of rules. They vary across groups, cultures and societies.

observation Involves watching and recording behaviours within a clearly defined area.

participant observation The researcher is immersed in the action being observed and his or her role as researcher is not obvious. An example of participant observation occurs when the researcher joins a group in order to study it. Researchers using participant observation must be aware of the ethical implications of this method.

personal reflection The use and evaluation of personal experiences and values to demonstrate analysis and interpretation of data in the context of the research focus.

philosophy The underlying principle or set of ideas that contains a way of thinking and behaving that makes up a broad field of knowledge or doctrine of thought. This mixture of ideas, values and beliefs governs the system or ideology and helps us to make sense of our life and the world and beyond. The philosophy of the system is reflected in the unique rituals, stories, texts, symbols and customs of the group.

popular culture A shared set of practices and beliefs that have attained global acceptance and that can usually be characterised by being associated with commercial products, paraphernalia and making money; developing from a local to a global acceptance; allowing consumers to have widespread access to the products that create the popular culture; and constantly changing and evolving to maintain interest and market share.
power
The ability or capacity to influence or persuade others to a point of view or action to which they would not normally agree. Exercising power is important in initiating or preventing change.

prejudice
The attitude, usually negative, that involves prejudgements or preconceived ideas, negative feelings and stereotyped beliefs held towards a whole group or its individual members.

primary research
Original information or research data collected first-hand by the person doing the research. This new information is collected using the methods of social research.

questionnaire
A set of questions that can be closed-ended and/or open-ended that allows for the collection of information from a large sample or number of people. It is an impersonal instrument for collecting information and must, therefore, contain clear questions that have been worded as simply as possible to avoid any confusion or ambiguity. The questionnaire should be designed to fulfil a specific research objective; it should be brief and the sequence of questions should be logical.

race
A social construction, the members of which are treated as distinct or different on the basis of certain characteristics, some biological, that have been assigned a social value by others – for example, skin colour or other physical characteristics.

racism
An individual’s or group’s prejudice or discriminatory behaviours towards those from another ethnic or ‘racial’ background. Social practices that discriminate against others on the basis of ‘race’ can be institutionalised within the organisational structures of society.

research design
The way that the researcher develops and sequences the research methods, and the ways in which these are applied to collect the research data, according to the principles elaborated through the choice of underpinning methodology.

research method
The term ‘method’ refers to the specific tools of the investigation, or the ways that data can be collected and analysed – for example, content analysis, focus group, interview, observation, participant observation, personal reflection, questionnaire, secondary research and statistical analysis.

rights
The social, civil and political rights accorded to individuals. These include human rights – the fundamental rights that individuals should have as humans, such as the right to life, equality before the law, education and freedom of belief.

ritual
A series of actions or rites performed according to a prescribed order. Rituals range in significance. Some are sacred to institutions and others can be important to people for maintaining tradition and cultural heritage. Some rituals can be referred to as part of an established routine.
secondary research

The researcher collects and collates existing information or other people’s research on a topic to be investigated. This information is then synthesised as a whole by the researcher. Secondary research is a qualitative method because the researcher makes subjective judgements about what material is useful, and therefore used, for the purposes of the research. Secondary research information can be derived from formal reports, journals, newspapers, magazines and other publications.

secularisation

A process whereby religion loses its influence over the various spheres of social life. Secular society has emerged from the modernisation process whereby the rise of scientific knowledge and technological advancements have shaped ideas about spiritual thinking in society.

self-concept

Composed of the various identities, attitudes, beliefs and values that an individual holds about himself or herself and by which the individual defines himself or herself as a specific objective identity: the ‘self’.

social class

Those members of a society who occupy a similar position in the economic system of production. The different social classes experience wide variations in wealth, status, material possessions, education, power and authority. The hierarchical nature of the class system is expressed in labels such as ‘upper class’, ‘middle class’, ‘lower middle class’ and ‘working class’. While the division of society into a series of social classes is a form of social stratification, social mobility is possible.

social cognition

The encoding, storage, retrieval and processing of information in an individual’s mind.

social construct

A socially created aspect of social life. Social constructionists argue that society is actively and creatively produced by human beings rather than being merely given or taken for granted.

social differentiation

As society becomes more complex, differences between groups are used to distinguish between them. These differences may be based on biological or physiological differences, such as gender or ethnicity, or sociocultural differences, such as class and status. These criteria divide society into social groups on the basis of perceived differences between groups.

social exclusion

The failure of society to provide individuals and groups with access to those rights that are normally extended to its members, such as the right to work, education, health care, technologies and adequate housing. Social exclusion reflects inadequate social cohesion and integration; at the individual level, it reflects the lack of capacity to participate in what is normally expected in the society or to develop meaningful social relationships.

social mobility

The ability of individuals and groups to move vertically within a social hierarchy with changes in income, occupation and so on.
social stratification  A systematic way in which people or groups of people are ranked in society. A stratified or hierarchical arrangement of status can be formed on the basis of age, gender, class, caste, ethnicity, religion, sexuality or income. An open system of stratification is where increased status can be gained through merit and effort. A closed system of stratification is where there is no opportunity for social mobility.

socialisation  The process by which individuals learn to become functioning members of society by internalising the roles, norms and values of that society. Socialisation occurs as a result of the individual’s interaction with the agents of socialisation, through which he or she learns to perform social roles.

socioeconomic status  A measure of an individual’s class standing, typically indicated by income, occupational prestige, educational attainment and wealth.

statistical analysis (data analysis)  Examining data to interpret meaning, make generalisations and extrapolate trends. Often the data is in graphical form. Because data is expressed in the language of mathematics, they should be evaluated and interpreted by means of appropriate mathematical or statistical procedures.

stereotype  The preconceived view of the characteristics of a group held by individuals who are not members of that group. These views are usually negative, generalised and inflexible, and ignore differences that exist between the members of the stereotyped group.

subculture  A social or cultural group within a broader culture. Members of a subcultural group share beliefs, social and cultural interests, and patterns of behaviour that tend to unify them and distinguish them from the broader culture in which they live. Subcultural groups exist at the micro, meso and macro levels of society.

sustainability  The required development to meet current human needs, whether economic, social or environmental, without jeopardising the needs of future generations or the health of the planet for all species depending on it for their existence. Sustainability implies deliberate, responsible and proactive decision-making from the local to the global level about a more equitable distribution of resources and the minimisation of negative impacts of humans on the planet.

symbol  Symbols have the ability to culturally unify a group of people through their representation and meaning. Symbols such as places, actions, words, people and rituals are layered with meaning and valuable information for different groups in society.

technologies  The tools that we use to assist our interactions in society. Technologies can be referred to as innovation and can initiate change to micro, meso and macro operations in society. The value placed on technologies at any level of society influences the rate of change to society and culture. Technologies are constantly changing and adapting and their impacts vary over time.
tradition
The body of cultural practices and beliefs that are passed down from generation to generation, often by word of mouth and behavioural modelling, that are integral to the socialisation process and that represent stability and continuity of the society or culture.

transformative change
A process whereby personal and social structures and systems work to create broad-based social change that completely alters existing structures within society. To be transformative, change needs to occur at multiple levels that combine shifts in people’s values, aspirations and behaviours with wider shifts in processes, strategies, practices and systems of the society. Transformative change is profound and permanent.

values
Deeply held ideas and beliefs that guide our thinking, language and behaviour. Differences in values exist among groups of people in society and are a part of one’s culture. Values can be challenged.

westernisation
A social process where the values, customs and practices of Western industrial capitalism are adopted to form the basis of cultural change.

worldview
A particular philosophy of life or conception of the world that is characterised by an organised and accepted set of ideas that attempts to explain the social, cultural, physical and psychological world.
This glossary contains key words that appear frequently in NSW Education Standards Authority syllabuses, performance descriptions and examinations.

The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

**Account:** Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

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

**Apply:** Use, utilise, employ in a particular situation

**Appreciate:** Make a judgement about the value of

**Assess:** Make a judgement of value, quality, outcomes, results or size

**Calculate:** Ascertain/determine from given facts, figures or information

**Clarify:** Make clear or plain

**Classify:** Arrange or include in classes/categories

**Compare:** Show how things are similar or different

**Construct:** Make; build; put together items or arguments

**Contrast:** Show how things are different or opposite

**Critically (analyse/evaluate):** Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce:** Draw conclusions

**Define:** State meaning and identify essential qualities

**Demonstrate:** Show by example

**Describe:** Provide characteristics and features

**Discuss:** Identify issues and provide points for and/or against

**Distinguish:** Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate:** Make a judgement based on criteria; determine the value of

**Examine:** Inquire into
**Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract:** Choose relevant and/or appropriate details

**Extrapolate:** Infer from what is known

**Identify:** Recognise and name

**Interpret:** Draw meaning from

**Investigate:** Plan, inquire into and draw conclusions about

**Justify:** Support an argument or conclusion

**Outline:** Sketch in general terms; indicate the main features of

**Predict:** Suggest what may happen based on available information

**Propose:** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall:** Present remembered ideas, facts or experiences

**Recommend:** Provide reasons in favour

**Recount:** Retell a series of events

**Summarise:** Express, concisely, the relevant details

**Synthesise:** Putting together various elements to make a whole
Year 11 Society and Culture

School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>50</td>
</tr>
<tr>
<td>Application and evaluation of social and cultural research methods</td>
<td>30</td>
</tr>
<tr>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

<table>
<thead>
<tr>
<th>TASK</th>
<th>WHEN</th>
<th>TOPIC/S</th>
<th>TYPE OF TASK</th>
<th>OUTCOMES</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 8</td>
<td>The Social and Cultural World</td>
<td>Research Task</td>
<td>P1, P3, P10</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 9</td>
<td>The Social and Cultural World Personal and Social Identity</td>
<td>Test</td>
<td>P1,P2, P3, P5, P6, P7, P9, P10</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Term 3 Week 7</td>
<td>The Social and Cultural World Personal and Social Identity Intercultural Communication</td>
<td>Mini Personal Interest Project</td>
<td>P3, P4, P6, P7, P8, P9, P10</td>
<td>40%</td>
</tr>
</tbody>
</table>
## Internal Assessment Program
### Year 11 Society and Culture Course 2020

<table>
<thead>
<tr>
<th>Task number</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Totals</th>
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<tbody>
<tr>
<td>Timing of task</td>
<td>Term 1 Week 8</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 7</td>
<td></td>
</tr>
<tr>
<td>Type of task</td>
<td>Research Task</td>
<td>Test</td>
<td>Mini Personal Interest Project</td>
<td></td>
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<tr>
<td>Related Outcomes</td>
<td>P1, P3, P10</td>
<td>P1, P2, P3, P5, P6, P7, P9, P10</td>
<td>P3, P4, P6, P7, P8, P9, P10</td>
<td></td>
</tr>
<tr>
<td>Syllabus Content Area &amp; Weighting</td>
<td>The Social and Cultural World</td>
<td>The Social and Cultural World Personal and Social Identity</td>
<td>The Social and Cultural World Personal and Social Identity Intercultural Communication</td>
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<tr>
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<td>Component</td>
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<td>Communication of information, ideas and issues in appropriate forms</td>
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<td>10</td>
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<td>Component weighting %</td>
<td>30%</td>
<td>30%</td>
<td>40%</td>
<td>100</td>
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</tbody>
</table>
COMMON GRADE SCALE FOR PRELIMINARY COURSES

The Common Grade Scale should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The scale describes performance at each of the five grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.
HSC Examination Specifications

The examination will consist of a written paper worth 60 marks and a Personal Interest Project worth 40 marks.

Time allowed: 2 hours plus 5 minutes reading time.

The written paper will consist of TWO sections.

Section I – Core – Social and Cultural Continuity and Change (20 marks)
- There will be objective response questions to the value of 8 marks.
- There will be short-answer questions to the value of 12 marks.

Section II – Depth Studies (40 marks)
- For each of the four (4) Depth Studies there will be 1 question in two unrelated parts worth a total of 20 marks:
  - the first part will be worth 5 marks
  - the second part will be worth 15 marks
- Candidates will be required to answer a question from two (2) Depth Studies
- The expected length of response for each Depth Study will be around six pages (approximately 800 words).

The PIP requires students to apply appropriate social and cultural research methods to investigate a topic related to the course. The completed project will be a substantial piece of research containing a number of components, including a log that outlines the development of the project and the procedures undertaken in researching the topic. See Requirements for the Personal Interest Project.