

B O A R D O F S T U D I E S
NEW SOUTH WALES

Society and Culture

Stage 6

Syllabus

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Rationale for Society and Culture in the Stage 6 Curriculum

The central concern of Society and Culture Stage 6 is the interaction of persons, societies, cultures, environments and time.

Society and Culture draws on cross-disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology.

Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling students to develop understanding of:

- themselves
- their own society and culture
- the societies and cultures of others.

Students are provided with the necessary concepts, skills, competencies and knowledge to encourage a process of independent thinking that may be used to explain patterns of behaviour, solve problems and actively contribute to local, national and global levels of society.

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse complementary and contrasting viewpoints about people, societies, cultures and environments, and their interactions across time. Society and Culture promotes an awareness of the nature of power and authority, gender, technology and facilitates intercultural understanding.

The emphasis on individual study and group work within Society and Culture encourages students to manage their own learning, as well as providing experience of working within teams. In allowing students to work in areas of direct relevance to their lives, Society and Culture contributes greatly to the ethos of lifelong learning, while providing opportunities to acquire a range of skills to support such learning.

The study of Society and Culture prepares students for adult life by developing qualities associated with effective citizenship. In so doing, it forms a basis for moving towards a more just society through positive participation in community life and, social and cultural literacy.

3 Continuum of Learning for Society and Culture Stage 6 Students

Stages 1–3
HSIE K–6

Stages 4–5
Mandatory History

Stages 4–5
Elective HSIE
Subjects

Stages 4–5
Mandatory Geography

Stage 6
Society and Culture

Workplace

University
Lifelong Learning

TAFE

Community

4 Aim

The aim of Society and Culture Stage 6 is to develop a student's knowledge, understanding, skills, values and attitudes essential to achieving social and cultural literacy by examining the interactions between persons, societies, cultures and environments across time.

5 Objectives

Through the study of Society and Culture Stage 6, students will develop:

knowledge and understanding about:

- personal, social and cultural identity
- cultures shared by members of societies
- interactions of persons, societies, cultures and environments across time
- continuity and change, personal and social futures and strategies for change
- the role of power, authority, gender and technology in societies and cultures
- the methodologies of social and cultural research;

skills to:

- apply and evaluate social and cultural research
- investigate and engage in effective evaluation, analysis and synthesis of information from a variety of sources
- communicate information, ideas and issues in appropriate forms to different audiences in a variety of contexts;

informed and responsible values and attitudes towards:

- a just society
- intercultural understanding
- informed and active citizenship
- ethical research practices
- lifelong learning.

6 Course Structure

There are two courses in the Society and Culture Stage 6 Syllabus:

Preliminary Course

(120 indicative hours)

- The Social and Cultural World (20% of course time)
- Personal and Social Identity (40% of course time)
- Intercultural Communication (40% of course time)

HSC Course

(120 indicative hours)

Core

- Personal Interest Project (30% of course time)
- Social and Cultural Continuity and Change (30% of course time)

Depth Studies

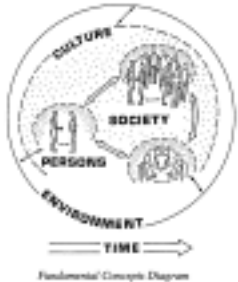
(40% of course time)

TWO to be chosen from the following:

- Popular Culture
- Belief Systems
- Equality and Difference
- Work and Leisure

6.1 Course Overview

Preliminary Course Overview

Aim	Fundamental Concepts		Preliminary Course		
S O C I A L A N D C U L T U R A L L I T E R A C Y	<p>Interactions between persons, society and culture in the environment through time as summarised in the diagram:</p>  <p style="text-align: center; font-size: small;">Fundamental Concepts Diagram</p>	<ul style="list-style-type: none"> • Persons The individual human; their relationships with other persons and with society, culture and the environment through time • Society Human relationships from small groups to large systems • Culture Knowledge shared by members of these groups and systems and reflected in their customs, values, laws, arts, technology and artefacts; their way of life • Environment Settings where people live and work, the interaction between people and their environment, their perceptions of the environment and their actions to improve their environment • Time The continuous passage of existence; perceptions of the past, present and future 	<p>The Social and Cultural World (20% of course time)</p> <p>Outcomes P1, P3, P5, P6, P7, P10 (refer to pages 12–13)</p> <p>Content</p> <ul style="list-style-type: none"> • Concepts • The nature of society and culture • The social and cultural world • Social and cultural research 	<p>Personal and Social Identity (40% of course time)</p> <p>Outcomes P2, P3, P5, P6, P8, P9, P10, P11 (refer to pages 12–13)</p> <p>Content</p> <ul style="list-style-type: none"> • Concepts • Identity and socialisation • Growing up • Coming of age • Cross cultural comparison • Social and cultural research methodologies 	<p>Intercultural Communication (40% of course time)</p> <p>Outcomes P1, P2, P3, P4, P5, P6, P8, P10 (refer to pages 12–13)</p> <p>Content</p> <ul style="list-style-type: none"> • Concepts • A cross cultural comparison • Communication • Intercultural understanding • Social and cultural research methodologies

HSC Course Overview

HSC Course					
<p>Core: Personal Interest Project (30% of course time)</p> <p>Outcomes</p> <p>H1, H7, H6, H8, H9, H10, H11 (refer to pages 12–13)</p> <p>Components</p> <ul style="list-style-type: none"> • Introduction • Log • Central material • Conclusion • Resource list 	<p>Core: Social and Cultural Continuity and Change (30% of course time)</p> <p>Outcomes</p> <p>H1, H3, H4, H5, H6, H7, H8, H10 (refer to pages 12–13)</p> <p>Content</p> <ul style="list-style-type: none"> • Concepts • The nature of social continuity and change • Social continuity and change in a selected country • Social and cultural research methodologies 	<p>Depth study: Popular Culture (20% of course time)</p> <p>Outcomes</p> <p>H2, H3, H4, H5, H7, H8, H10 (refer to pages 12–13)</p> <p>Content</p> <ul style="list-style-type: none"> • Concepts • The nature of popular culture • Focus study of a popular culture • The future issues of popular culture • Social and cultural research methodologies 	<p>Depth study: Belief Systems (20% of course time)</p> <p>Outcomes</p> <p>H2, H3, H4, H5, H7, H8, H10 (refer to pages 12–13)</p> <p>Content</p> <ul style="list-style-type: none"> • Concepts • The nature of belief systems • Focus study of a belief system • The future issues of a belief system • Social and cultural research methodologies 	<p>Depth study: Equality and Difference (20% of course time)</p> <p>Outcomes</p> <p>H2, H3, H4, H5, H7, H8, H10 (refer to pages 12–13)</p> <p>Content</p> <ul style="list-style-type: none"> • Concepts • The nature of equality and difference • Focus study of equality and difference • The future issues of equality and difference • Social and cultural research methodologies 	<p>Depth study: Work and Leisure (20% of course time)</p> <p>Outcomes</p> <p>H2, H3, H4, H5, H7, H8, H10 (refer to pages 12–13)</p> <p>Content</p> <ul style="list-style-type: none"> • Concepts • The nature of work and leisure • Focus study of work and leisure <ul style="list-style-type: none"> • The future issues of work and leisure • Social and cultural research methodologies

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

Objectives	Preliminary Course Outcomes	HSC Course Outcomes
<p>Students will develop knowledge and understanding about:</p> <ul style="list-style-type: none"> • personal, social and cultural identity • cultures shared by members of societies • interactions of persons, societies, cultures and environments across time • continuity and change, personal and social futures and strategies for change • the role of power, authority, gender and technology in societies and cultures • the methodologies of social and cultural research 	<p>A student:</p> <p>P1 describes the interaction between persons, societies, cultures and environments across time</p> <p>P2 identifies and describes relationships within and between social and cultural groups</p> <p>P3 describes cultural diversity and commonality within societies and cultures</p> <p>P4 explains continuity and change, and their implications for societies and cultures</p> <p>P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society</p> <p>P6 differentiates between, and applies, the methodologies of social and cultural research</p>	<p>A student:</p> <p>H1 explains the interaction between persons, societies, cultures and environments across time</p> <p>H2 analyses relationships within and between social and cultural groups</p> <p>H3 accounts for cultural diversity and commonality within societies and cultures</p> <p>H4 evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures</p> <p>H5 evaluates the influence of power, authority, gender and technology on decision-making and participation in society</p> <p>H6 applies and evaluates the methodologies of social and cultural research</p>

Objectives	Preliminary Course Outcomes	HSC Course Outcomes
<p>Students will develop skills to:</p> <ul style="list-style-type: none"> • apply and evaluate social and cultural research • investigate and engage in effective evaluation, analysis and synthesis of information from a variety of sources • communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts 	<p>A student:</p> <p>P7 applies appropriate language and concepts associated with society and culture</p> <p>P8 selects, organises and considers information and sources for usefulness, validity and bias</p> <p>P9 plans an investigation and analyses information from a variety of perspectives and sources</p> <p>P10 communicates information, ideas and issues using appropriate written, oral and graphic forms</p> <p>P11 works independently and in groups to achieve appropriate goals in set timelines</p>	<p>A student:</p> <p>H7 applies appropriate language and concepts associated with society and culture</p> <p>H8 selects, organises and evaluates information and sources for usefulness, validity and bias</p> <p>H9 plans an investigation, analyses and synthesises information from a variety of perspectives and sources</p> <p>H10 communicates information, ideas and issues using appropriate written, oral and graphic forms</p> <p>H11 uses planning and review strategies to manage complex tasks, making effective use of time and resources</p>

7.2 Key Competencies

Society and Culture provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order skills for further education, work and everyday life.

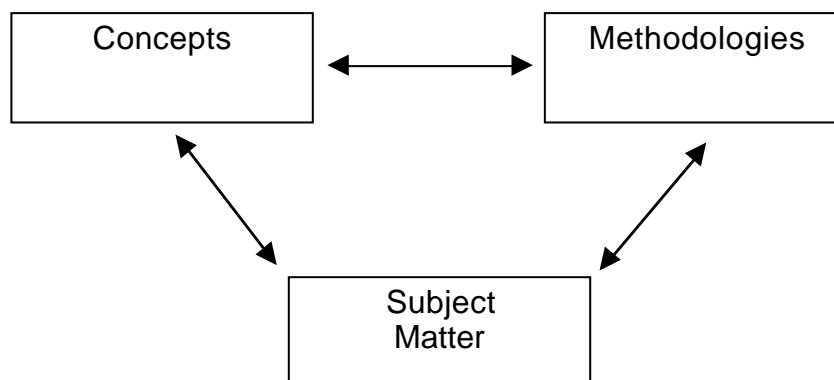
Key competencies are embedded in the Society and Culture Stage 6 Syllabus to enhance student learning. The key competencies of collecting, analysing and organising information and communicating ideas and information, reflect core processes of inquiry and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy.

Students work as individuals and as members of groups to conduct social and cultural research and through this, the key competencies, planning and organising activities and working with others in teams, are developed. When students plan their research or analyse statistical evidence, they are developing the key competency using mathematical ideas and techniques. During investigations, students will need to use appropriate information technologies and so develop the key competency of using technology.

Finally, the exploration of issues and investigation of the nature of social and cultural research contributes towards the students' development of the key competency solving problems.

8 Content

8.1 Features of Preliminary and HSC Content



Society and Culture integrates subject matter, concepts and methodologies.

Concepts provide tools for organising and understanding subject matter. They provide a common core of ideas that spiral through the course. The fundamental course concepts are persons, society, culture, environment and time.

Persons

Every person is a unique individual, but each develops in a social setting in which they are influenced by, and interact with, other persons. The process of communication is one of these fundamental interactions.

Society

Society is made up of people, groups, networks, institutions, organisations and systems. These aspects of society may include local, national and international patterns of relationships. People belong to informal and formal groups, and within and between these groups there are patterns of interactions.

Culture

Culture refers to the knowledge, ways of thinking, feeling and behaving that give each society its coherence and its distinctive way of life. Culture is demonstrated by the beliefs, customs, values, laws, arts, technology and artefacts people generate and use as they interpret meaning from their world and solve present and future problems.

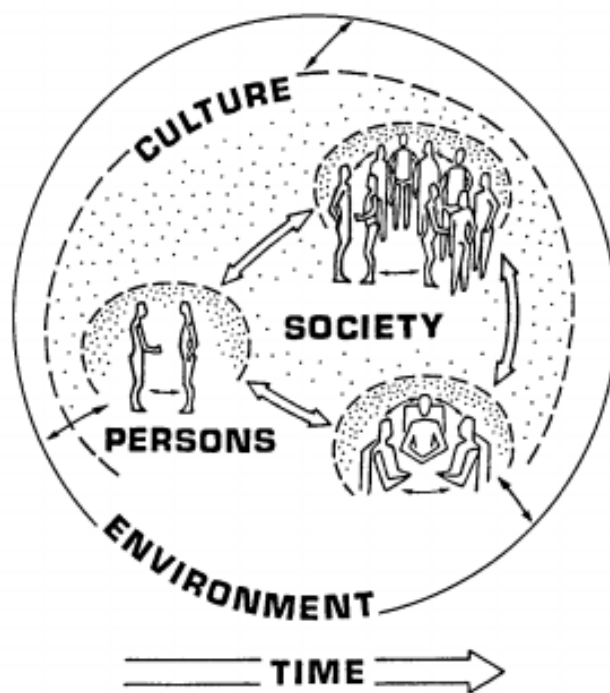
Environment

Every society is located in a particular physical setting. The attitudes and values people have in regard to their environment greatly affect interactions between the person, society, culture, and environment. Environments present societies with both opportunities and restraints.

Time

Every person, society and environment is located in time and is changing through time. Our perceptions of time as past, present and future are also important for social enquiry and action. These perceptions draw on past events that influence our present. They need not, however, determine our future. We can perceive a range of possible futures that can assist our decision-making.

There is a dynamic interaction between the five fundamental concepts that is illustrated by the fundamental concepts diagram.



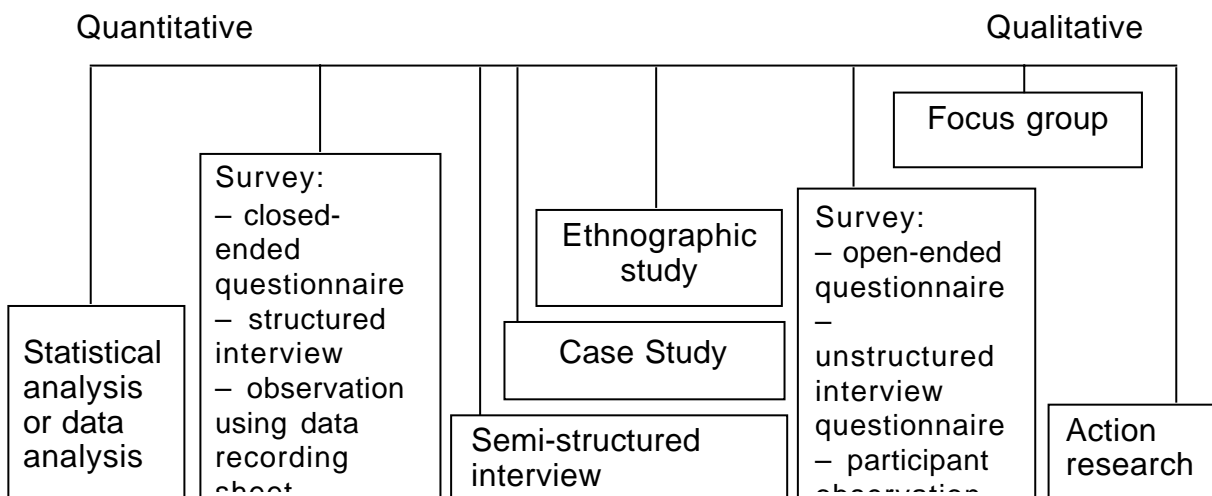
Fundamental Concepts Diagram

None of the fundamental course concepts can be studied in isolation. Their interactive nature is encapsulated by the fundamental concepts diagram. An understanding of this interaction underpins all core and depth studies throughout both the Preliminary and the HSC courses.

8.2 Social and Cultural Research Methodologies

During the study of both the Preliminary and HSC courses, students will need to develop knowledge and understanding of a variety of research methodologies and the techniques used to conduct research. Students will also need to develop skills in planning research tasks, devising their research instruments, applying them, collating and analysing data, and presenting their findings in a variety of ways to different audiences.

Research methodologies exist on a continuum from quantitative methodologies to qualitative methodologies, that is, from methodologies that easily measure and quantify data to those that collect detailed and less measurable and, therefore, less quantifiable data. Few methodologies are exclusively quantitative or qualitative.



While most methodologies contain both quantitative and qualitative elements, the characteristics of methodologies can be placed in two broad groups.

Quantitative Methodologies:	Qualitative Methodologies:
<ul style="list-style-type: none"> • are removed from the original data • result in numerical data, tables, graphs and diagrams • use survey questionnaires and statistics as their main techniques • enable the collection of highly specific data from large populations • are easy to compare with other studies • rely heavily on the researcher's organisational skills in writing the research questions, ie at the beginning of the process 	<ul style="list-style-type: none"> • are close to the original data • result in descriptive prose, quotations and summaries • use personal interviews and observations as their main techniques • enable detailed data to be obtained, but for a small populations only • are difficult to compare with other studies • rely heavily on the researcher's interpretive skills to understand the complexities of the resulting data, ie at the end of the process

Ethical Research

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

Consideration should be given to such things as:

- gaining consent from participants and maintaining confidentiality and where appropriate, their anonymity
- whether the research prejudices or poses a threat to the researcher or others in the school or wider community
- whether the research places the participants at risk.

The researcher needs to be consciously aware of any assumptions that may underlie the research. They also need to be aware that the agenda of the researcher may influence choice of methodology.

The Process of Research

The process of research has several distinct characteristics or stages. Research should begin with a specific question, problem or topic of interest that is clearly defined in the mind of the researcher.

Next, the researcher must develop a conscious plan to give direction to the research effort. Planning requires the researcher to break the problem, question or topic into manageable sections that suggest directions for the researcher. The researcher needs to be conscious of any assumptions that may underlie the research.

The next step in the process is to collect whatever facts might be appropriate to the problem, question or topic. Appropriate choice of the methodology or methodologies to be used to collect information (data) is critical at this point.

Different types of research questions or problems will require different methodologies.

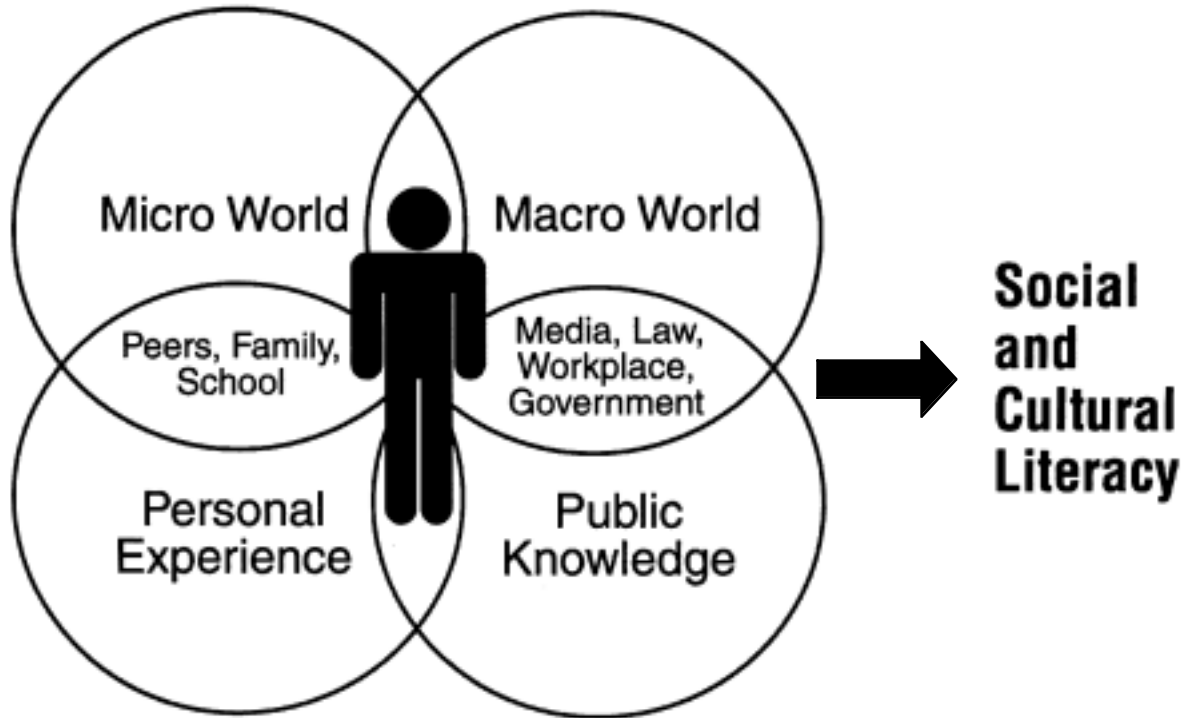
After the data is collected, it is then organised and its meaning is interpreted. It is the interpretation of meaning from the accumulated facts and its relationship to the initial problem, question or topic, that is the essence of the research process.

Finally, the research findings and the interpretation of their meaning must be effectively communicated.

The process of research is important to the core and depth studies, as well as the personal interest project.

8.3 Social and Cultural Literacy

Society and Culture is designed to facilitate the development of student's social and cultural literacy. The integration process is reflected in the following diagram:

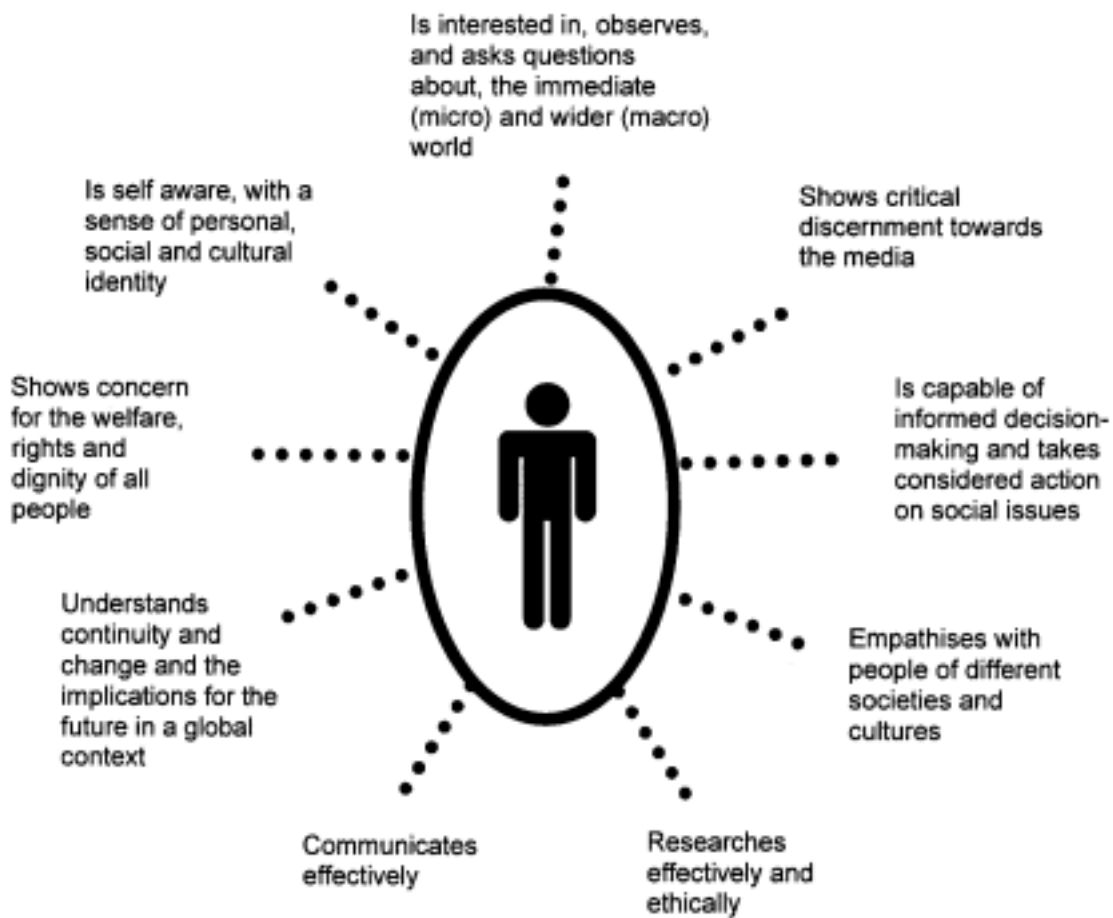


Achieving social and cultural literacy is a developmental process that requires the student to synthesise personal experience and public knowledge of both the micro and macro worlds.

The knowledge and skills demonstrated by the socially and culturally literate person are represented in the diagram below and are directly related to the knowledge and skills outcomes of the course.

The remaining characteristics of the socially and culturally literate person belong to the affective domain of values and attitudes. While values and attitudes objectives are not assessed in this syllabus, their development is considered essential since they reflect the aim of the course and underpin content in both the Preliminary and HSC courses.

The socially and culturally literate person:



8.4 Content: Society and Culture Preliminary Course

Preliminary: The Social and Cultural World

(20% of course time)

The focus of this study is the interactions between persons, societies, cultures and environments, both in contemporary society and in societies across time.

Outcomes

A student:

- P1 describes the interaction between persons, societies, cultures and environments across time
- P3 describes cultural diversity and commonality within 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
- P7 applies appropriate language and concepts associated with society and culture
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms.

Content

Students learn about:

Concepts

The fundamental concepts of society, culture, persons, environment, time and the concepts of power, authority, gender and technology are to be integrated across The Social and Cultural World.

The key concepts to be integrated across The Social and Cultural World are:

- social and cultural literacy
- community
- groups
- communication
- conflict
- socialisation
- enculturation
- acculturation
- cooperation
- citizenship
- decision-making
- change
- continuity
- multiculturalism
- micro world
- macro world

The Nature of Society and Culture

How society and culture:

- is conceptually based
- applies social and cultural research methodologies
- integrates cross-cultural studies
- combines personal experience and public knowledge
- is interdisciplinary, drawing upon the following disciplines
 - anthropology
 - cultural studies
 - philosophy
 - social ecology
 - communication
 - media studies
 - psychology
 - sociology

The Social and Cultural World

Persons and their interactions with individuals, groups and the community within the contexts of the micro and macro worlds.

A cross-cultural study that compares Australia with an overseas culture in relation to:

- family
- roles and status
- conflict, cooperation and decision-making
- gender
- communication
- power, authority and influence

Social and Cultural Research

The process of social and cultural research involves:

- clearly defining a question, a problem or a topic of specific interest
- planning the research by breaking the question, problem or topic into sections that are manageable
- conducting a literature search by finding and reviewing appropriate secondary material about the research topic
- choosing appropriate methodologies for the research topic or question
- collecting facts pertinent to the problem, question or topic
- organising and interpreting collected data
- evaluating methodologies, instruments and their applicability to the research topic
- presenting findings using a variety of forms of communication

The methodologies and techniques of research are:

- qualitative
- content analysis
- questionnaire
- observation
- quantitative
- statistical analysis (data analysis)
- interview

Students learn to:

- apply the fundamental concepts to TWO social situations, for example:
 - the school
 - family
 - a selection from the media
 - a group of which the student is a member
- describe the stages in the process of social and cultural research
- distinguish between the advantages and disadvantages of qualitative and quantitative research methodologies for a particular research topic
- apply the methodology of case study to ONE of the aspects listed during their cross-cultural study
- distinguish between the micro world and the macro world.

Preliminary: Personal and Social Identity

(40% of course time)

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

Outcomes

A student:

- P2 identifies and describes relationships within and between social and cultural groups
- P3 describes cultural diversity and commonality within 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
- P8 selects, organises and considers information and sources for usefulness, validity and bias
- P9 plans an investigation and analyses information from a variety of perspectives and sources
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms
- P11 works independently and in groups to achieve appropriate goals in set timelines.

Content

Students learn about:

Concepts

The fundamental concepts of society, culture, persons, environment, time and the concepts of power, authority, gender and technology are to be integrated across Personal and Social Identity.

The key concepts to be integrated across Personal and Social Identity are:

- socialisation
- life-stages
- self
- rights
- ethnicity
- identity
- family
- kinship
- rites of passage
- class and status
- responsibilities
- social construct

Identity and Socialisation

How individuals develop identity and a sense of self through:

- the processes of socialisation
- the development of personality, identity and the social self
- understanding the 'nature versus nurture' debate
- the role of family and kinship
- the role of class and status

Growing Up

Factors that influence the understanding of growth and maturity:

- physical, cognitive, moral, emotional and social development
- theoretical understanding of physical and social self through an overview and critique of the theories of Maslow, Piaget, Kohlberg, Erikson
- the concept of 'adolescence' and its validity for different cultures
- 'adolescence' as a social construct
- identifying socialisation by studying the influence of:
 - family
 - peers
 - media
 - beliefs
 - school
 - culture
 - class
 - location

Coming of Age

The process of coming of age as it relates to:

- life-stages
- rites of passage
- changing rights and responsibilities
- power and authority
- gender
- sexuality
- ethnicity

Cross Cultural Comparison

Comparing the student's own cultural group with a distinctly different cultural group within Australia.

Students learn to:

- identify factors that have influenced their own personal, social and cultural development
- compare and contrast their own experiences with those of another cultural group to clarify how individuals develop identity
- use content analysis to examine the ways in which television portrays adolescence and adolescent experiences
- develop a research proposal utilising a survey, using ONE of the techniques of observation, interview or questionnaire
- complete and present research, including the application of statistical analysis to ONE aspect of the research task
- review and evaluate the process of the research undertaken to determine usefulness, validity and bias.

Preliminary: Intercultural Communication

(40% of course time)

The focus of this depth study is showing how people in different social, cultural and environmental settings can better understand each other and their world.

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
- 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.

Content

Students learn about:

Concepts

The fundamental concepts of society, culture, persons, environment, time and the concepts of power, authority, gender and technology are to be integrated across Intercultural Communication.

The key concepts to be integrated across Intercultural Communication are:

- communication
- identity
- stereotypes
- customs
- mores
- values
- socialisation
- acculturation
- enculturation
- globalisation
- continuity
- cultural relativism
- change
- conflict
- cooperation
- cultural heritage
- multiculturalism
- cultural diversity
- cultural transmission

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
- examine the role of communication in maintaining social relationships and social control
- identify gender roles and their place in the communication process

intercultural understanding

- examine the multicultural and hybrid nature of societies and cultures
- identify aspects of society and culture that are similar and different
- explain the effect gender roles and values have on behaviour
- identify the role of acculturation in the acquisition of cultural perception and values
- recognise the existence of group identity and commitment to cultural continuity
- recognise the existence of intercultural misunderstanding
- identify examples of intercultural misunderstanding
- develop strategies for dealing with intercultural misunderstanding.

Students learn to:

- identify and interpret TWO methods of verbal communication and TWO methods of non-verbal communication
- use secondary research to examine how gender affects communication in Australia and the selected country
- 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.

8.5 Content: Society and Culture HSC Course

HSC Core: Personal Interest Project

(30% of course time)

The personal interest project is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student.

Outcomes

A student:

- H1 explains the interaction between persons, societies, cultures and environments across time
- H6 applies and evaluates the methodologies of social and cultural research
- H7 applies appropriate language and concepts associated with society and culture
- H8 selects, organises and evaluates information and sources for usefulness, validity and bias
- H9 plans an investigation, analyses and synthesises information from a variety of perspectives and sources
- H10 communicates information, ideas and issues using appropriate written, oral and graphic forms
- H11 uses planning and review strategies to manage complex tasks, making effective use of time and resources.

Content

Students learn about:

The application of social and cultural research methodologies through the process of completing their personal interest project. Students are to:

- develop a research proposal clearly outlining the topic, question or problem
- select appropriate concepts to ensure that the topic and the subsequent research relates to the Society and Culture course
- select methodologies appropriate to the research proposal and apply these to the topic
- gather and evaluate information and sources related to the topic
- draft and edit text that analyses and synthesises the findings of the research
- complete all formal requirements of the personal interest project:
 - Introduction
 - Log
 - Central Material
 - Conclusion
 - Resource List
- achieve an appreciation of the ethical implications of social research and apply to the personal interest project (see page 18)
- communicate the findings of their research.

Note: See Section 9.1 for personal interest project requirements.

HSC Core: Social and Cultural Continuity and Change

(30% of course time)

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.

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
- 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.

Content

Students learn about:

Concepts

The fundamental concepts of society, culture, persons, environment, time and the concepts of power, authority, gender and technology are to be integrated across Social and Cultural Continuity and Change.

The key concepts to be integrated across Social and Cultural Continuity and Change are:

- continuity
- change
- values
- tradition
- cooperation
- social and cultural literacy
- globalisation
- westernisation
- beliefs
- identity
- industrialisation
- modernisation
- institutions
- heritage
- conflict
- empowerment

The Nature of Social and Cultural Research Methodologies

- examine the nature and characteristics of primary and secondary research
- distinguish between quantitative and qualitative research
- examine the characteristics of the following social and cultural research methodologies and techniques:
 - survey
 - case study
 - participant observation
 - content analysis
 - focus group
 - action research
 - interview
 - questionnaire
 - observation
 - ethnographic study
 - statistical analysis (data analysis)

The Nature of Social and Cultural Continuity and Change

Understanding continuity and change through:

- identifying the nature of social and cultural continuity and change
- examining the impact of continuity and change upon the lives of people in the micro and macro worlds
- distinguishing between personal experience and public knowledge
- examining the role of power and authority in social and cultural continuity and change
- introducing theories of social change and evaluating their role in explaining continuities and changes in society.

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?

Social and Cultural Continuity and Change in a Selected Country

Through the selection of a country for detailed study, students will:

- apply the fundamental course concepts to that country
- examine the nature of traditional society and culture in that country
- evaluate the nature of power and authority in that country
- apply one theory of social change appropriate to the selected country
- make a detailed study of ONE of the following features that demonstrates both continuity and change in the selected country:
 - 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
- develop hypotheses for thinking about the future of the selected country, using techniques, such as:
 - simulation games
 - feasibility studies
 - scenario writing
 - analysing trends and making projections into the near future (forecasting).

Students learn to:

- differentiate between the social and cultural research methodologies and techniques listed in this core study
- refine a research question, topic or issue
- select and justify appropriate methodologies to apply to a research question, topic or issue
- compare and contrast the impact of continuity and change to a specific feature of the selected country
- construct scenarios for future directions in the selected country
- evaluate strategies for change in the selected country.

HSC Depth Study: Popular Culture

(20% of course time)

The focus of this study is the interconnection between the individual and popular culture.

Outcomes

A student:

- H2 analyses relationships within and between social and cultural groups
- 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
- 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.

Content

Students learn about:

Concepts

The fundamental concepts of society, culture, persons, environment, time and the concepts of power, authority, gender and technology are to be integrated across Popular Culture.

The key concepts to be integrated across Popular Culture are:

- access
- ideology
- socialisation
- conflict
- change
- consumption
- globalisation
- institutional power
- continuity
- self
- influence
- mythology
- identity
- media

The Nature of Popular Culture

Students develop an understanding of the nature of popular culture through:

- identifying the distinguishing characteristics of popular culture as:
 - being associated with commercial products
 - developing from a local to a national to a global level
 - allowing consumers to have widespread access to it
 - constantly changing and evolving
- examining their own interaction with popular culture

A Focus Study

Students are required to have knowledge of ONE popular culture with a local, national and global perspective.

Students learn about the focus study by examining:

the creation of popular culture

- trace the origins of popular culture
- outline its development locally, nationally and globally
- consider the role of mythology in the creation and perpetuation of popular culture

the consumption of popular culture

- identify the consumers of popular culture
- identify the processes involved in consumption and the nature of the product
- consider aspects of continuity and change in consumption
- examine the role of the media in consumption and interaction
- consider the roles of heroes and mythology
- identify the associated paraphernalia
- consider the role of technology in the interactive process
- examine the influence of business, marketing and/or advertising

the control of popular culture

- identify the stakeholders in the control of popular culture, including: media, groups, marketers, governments, family, peers
- consider the ownership of popular culture
- examine the issue of access, including: class, age, gender, location, ethnicity, sexuality
- consider the role of official and unofficial censorship
- relate the control of popular culture to issues of power and authority

different perceptions of popular culture

- identify resistance to popular culture and introduce examples
- consider the acceptance and rejection of popular culture
- identify tensions between producers, owners and participants

the contribution of popular culture to social change

- identify the positive and negative aspects of popular culture that have become a part of society
- identify ways in which popular culture may have contributed to social change

A popular culture, which displays the characteristics described above, may be drawn from the following:

- a music genre
- animation
- comics
- cyber culture
- fashion
- genre films
- radio
- a sport, eg surfing
- television
- toys

The Future

Students will explore future issues related to the focus study, Popular Culture, by:

- evaluating continuity and change in relation to the popular culture
- considering the implications of globalisation for the popular culture
- identifying the impact of technology upon the popular culture
- considering future directions for the popular culture.

Students learn to:

- construct scenarios for future directions in popular culture on a local, national and global scale
- identify and describe the role of popular culture in their own lives and in the macro world
- utilise social and cultural research methodologies by:
 - applying the methodology of case study to their research of the Popular Culture focus study
 - using content analysis to examine various media relating to popular culture
- select, organise and evaluate information and sources by utilising ONE of the following methodological tasks:
 - devise and administer a questionnaire, eg to determine differing loyalties to a popular culture
 - observation, eg of a peer group and its interaction with popular culture
 - interview members of an older generation, eg to ascertain continuities and changes within the popular culture
- statistical analysis, eg sales of paraphernalia.

HSC Depth Study: Belief Systems

(20% of course time)

The focus of this study is the role of belief systems in personal life and in relationship to societies, cultures and environments through time.

Outcomes

A student:

- H2 analyses relationships within and between social and cultural groups
- 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
- 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.

Content

Students learn about:

Concepts

The fundamental concepts of society, culture, persons, environment, time and the concepts of power, authority, gender and technology are to be integrated across Belief Systems.

The key concepts to be integrated across Belief Systems are:

- values
- beliefs
- continuity
- customs
- norms
- change
- language
- symbols
- worldviews
- philosophy
- ideology
- globalisation
- ritual
- hierarchy
- power structures
- life cycle
- myth
- conflict

The Nature of Belief Systems

Students develop an understanding of the nature of belief systems through:

- considering the meanings of the terms 'belief systems', 'worldview' and 'ideology'
- identifying the nature and extent of belief systems both within and outside Australia
- identifying some of the questions that humans have asked about human existence, societies, environments and time that have led to the development of varied belief systems
- exploring the difference between religious and non-religious belief systems
- examining the nature and role of ideology and beliefs in societies and cultures
- identifying the impact of beliefs upon persons, societies and cultures across time
- examining the nature and role of ritual in belief systems
- examining acceptance and rejection of belief systems
- identifying the role of beliefs in people's lives
- considering their own beliefs, both religious and non-religious
- identifying the origins of their own beliefs
- comparing their beliefs with those held by persons in other times and places
- identifying the impact of beliefs on their own lives

A Focus Study

Students are required to have knowledge of at least ONE belief system and its relationship to the wider society and culture.

Students learn about the focus study by:

- identifying the historical basis of the belief system
- identifying the extent of its following in the world today
- identifying important places and/or scripts
- examining the role of, and acceptance of, dissent
- examining the nature of power within the belief systems
- examining gender roles within the belief systems
- identifying aspects of continuity and change within the belief system
- evaluating the role of tradition and cultural heritage within the belief system
- identifying the impact of technology on the belief system
- evaluating the impact of globalisation on the belief system
- outlining how change, and resistance to change, affects the belief system
- examining the impact of the belief system on the wider society at a national and global level

The focus study will be drawn from the following:

- ethical traditions such as Confucianism
- non-religious traditions such as humanism
- religious traditions such as Islam
- traditions focusing on economic worldviews such as capitalism, socialism or consumerism
- traditions relating to civic society such as democracy or totalitarianism
- traditions relating to gender such as feminism or 'men's movement'
- traditions relating to the environment such as environmentalism

The Future

Students will explore future issues related to the focus study belief system by:

- evaluating continuity and change in relation to the belief system
- identifying views about the future of the belief system
- examining the impact of the belief system upon the future
- examining the relationship of the belief system to peace and conflict in the world.

Students learn to:

- construct scenarios for future directions of a belief system on a local, national and global scale
- identify and describe the role of belief systems in their own lives and in the macro world
- utilise social and cultural research methodologies by:
 - applying the methodology of case study to their research of a belief system
 - using content analysis to examine the literature, art, music or other appropriate expressions of the belief system
- select, organise and evaluate information and sources by utilising ONE of the following:
 - construct a questionnaire, eg to ascertain perceptions about the belief system
 - interview adherents to a belief system
 - use statistical analysis to examine membership of the belief system
 - conduct a focus group, eg the role of socialisation in adherence to a belief system.

HSC Depth Study: Equality and Difference

(20% of course time)

The focus of this study is the nature of equality and difference in societies and cultures.

Outcomes

A student:

- H2 analyses relationships within and between social and cultural groups
- 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
- 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.

Content

Students learn about:

Concepts

The fundamental concepts of society, culture, persons, environment, time and the concepts of power, authority, gender and technology are to be integrated across Equality and Difference.

The key concepts to be integrated across Equality and Difference are:

- equality
- social differentiation
- prejudice
- human rights
- continuity
- conflict
- cooperation
- discrimination
- socioeconomic status
- social class
- ethnicity
- 'race'
- hierarchy
- identity
- change

The Nature of Equality and Difference

Students develop an understanding of the nature of equality and difference through:

- considering the nature of difference in societies and cultures, including the hybrid nature of societies and cultures
- considering aspects of commonality and difference in societies and cultures
- considering unequal access to socially valued resources for health care, housing, education, employment and the justice system

Consider equality in Australia by investigating:

- the meaning of equality
- the extent to which the ideal of equality is shared by all Australians
- equal access to resources
- equal outcomes for all
- inequality and its consequences, by examining different outcomes experienced by people including:
 - from different 'racial' or ethnic groups
 - who follow different belief systems and cultural practices
 - with a disability
 - living in urban and rural environments
 - of different ages
 - of both genders

Examine ways to reduce inequality

- legislation introduced to reduce inequality — local, national and global
- affirmative action policies
- community initiatives
- welfare systems

Examine individual and group commonality and difference:

- the similarities that exist between people from different social and cultural groups
- the perception of groups by other groups within society
- influences on individuals' perceptions of others
- how members of groups see themselves
- how attitudes of group members towards other groups influence behaviour
- the role and influence of historical, political and legal forces in the generation and maintenance of social inequality, prejudice and discrimination in Australian society and culture
- the extent to which inequality is institutionalised

A Focus Study

Students are required to have knowledge of the nature of commonality and difference within ONE society. They will achieve this by examining:

- factors that influence commonality and difference
- social differentiation
- conflict and cooperation
- power and authority

studied in relation to at least ONE of the following:

- | | | |
|------------------------|--------------|-------------------------------|
| • 'race' and ethnicity | • gender | • social class |
| • location | • disability | • age |
| • sexuality | • health | • religion and belief systems |

The Future

Consider possible futures for equality and difference in the focus study society

- evaluating continuity and change in relation to equality and difference
- what are the possible futures if existing inequalities are maintained?
- how can people with widely divergent viewpoints work together cooperatively?
- how can desirable outcomes be achieved for all persons?
- what can individuals and groups do to help achieve desirable outcomes?

Students learn to:

- construct scenarios for future directions in equality and difference on a local, national and global scale
- identify and describe equality and difference in their own lives and in the macro world
- utilise social and cultural research methodologies by:
 - applying the methodology of case study to their research of the focus study of Equality and Difference
 - using content analysis to examine media coverage of equality and difference
- select, organise and evaluate information and sources by utilising ONE of the following methodological tasks:
 - survey (using interview or observation or questionnaire), eg attitudes towards equality and difference
 - use statistical analysis of data relating to aspects of equality and difference
 - ethnographic study, eg a student spends time in a nursing home to study the interaction between staff and residents
- focus group, eg to examine the extent of discrimination within the local community.

HSC Depth Study: Work and Leisure

(20% of course time)

The focus of this study is the role of work and leisure in society and culture.

Outcomes

A student:

- H2 analyses relationships within and between social and cultural groups
- 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
- 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.

Content

Students learn about:

Concepts

The fundamental concepts of society, culture, persons, environment, time and the concepts of power, authority, gender and technology are to be integrated across Work and Leisure.

The key concepts to be integrated across Work and Leisure are:

- work
- leisure
- identity
- values
- class
- alienation
- cooperation
- conflict
- customs
- norms
- hierarchy
- status
- continuity
- change

The Nature of Work and Leisure

Students develop an understanding about the nature of work and leisure through:

examining the nature of work and leisure:

- the concept of work and the work ethic
- the concept of leisure, including active and passive leisure
- unpaid work
- the interrelationship of work and leisure
- the social and cultural importance of leisure
- the relationship between education, work and leisure

examining the impact of society on work and leisure:

- work, leisure and personal identity
- employment/unemployment and perception of self
- the relationship between power and work and leisure
- the relationship between authority and work and leisure
- different attitudes held by those with vested interests in the workplace, eg owners, management, unions, workers and their families and governments
- conflict and cooperation in the work place
- the effect of social class on work and leisure aspirations and opportunities
- the effect of gender on work and leisure aspirations and opportunities
- the impact of marketing on leisure and the leisure industry
- the relationship between tourism, leisure and the environment
- sport as work

continuity and change for work and leisure:

- the impact of technology
- changing patterns of work and leisure:
 - gender
 - casual and part time work
 - job sharing
 - leisure as work
 - the leisure industry
- continuities and changes in social attitudes towards employment and unemployment
- continuities and changes in social attitudes towards leisure

A Focus Study

Students are required to have knowledge of the interrelationship of work and leisure in at least ONE society, by considering:

- the nature of work and leisure
- work and leisure's impact upon society
- society's impact upon work and leisure
- changes in work and leisure over time

The Future

- evaluating continuity and change in relation to work and leisure
- future scenarios for the impact of technology on work and leisure
- possible future patterns of work and leisure
- how might society be structured around access, or lack of access, to work?
- implications of unemployment for the society.

Students learn to:

- construct scenarios for future directions in work and leisure on a local, national and global scale
- identify and describe the role of work and leisure in their own lives and in the macro world
- utilise social and cultural research methodologies by:
 - applying the methodology of case study to their research of the focus study of Work and Leisure
 - using content analysis to examine media coverage of work and leisure
- select, organise and evaluate information and sources by utilising ONE of the following methodological tasks:
 - survey (using interview or observation or questionnaire), eg community attitudes towards leisure activities
 - participant observation of work or leisure
 - statistical analysis, eg changing patterns of hours of work
 - a focus group to investigate the impact of technology on work and leisure.

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete this course.

For the HSC course:

- 120 indicative hours are required to complete this course
- completion of a personal interest project is a prerequisite of completing this course.

9.1 Personal Interest Project Requirements

Each personal interest project is to:

- be a topic of the student's own choice
- be related to the course
- develop appropriate methodologies
- include a cross-cultural perspective.

Each personal interest project has a substantial amount of subject matter that is brought together by each individual student on the basis of their reading, research and personal experience. The personal interest project will be the student's own work, although published material should be consulted to provide background material and/or comparative data.

The student should submit a research proposal outlining the topic and its relationship to the course as a whole. Accompanying this research proposal should be an outline of how the topic will be approached, including the methodologies to be employed. This outline should be submitted to the teacher before detailed work is begun, so that the teacher may advise on subject matter and methodologies. As a result of this teacher feedback, the student may need to rethink the topic and/or the approach.

Should a student choose a personal interest project topic or method of research that could be considered unethical or controversial, it may be advisable to discuss the topic selection with the school's principal.

The student should utilise a range of methodologies that are suited to the topic being studied. These methodologies may be those studied during the Preliminary course or those introduced to the student during the HSC core study. Appropriate methodologies/instruments may be:

- survey
- case study
- participant observation
- content analysis
- focus group
- action research
- questionnaire
- interview
- observation
- statistical analysis
- ethnographic study
- personal reflection
- secondary research.

The student should keep a personal interest project diary that will later form the basis of the log. In this diary, the student should record the progress of the personal interest project, showing a sequential record of the research and details of the processes followed, problems encountered and how these were overcome. This personal interest project diary will not be submitted with the final personal interest project, but may be submitted as part of the school based assessment program.

Presentation of the Personal Interest Project

The personal interest project should be carefully prepared for submission. It may be word processed, typed or hand-written but it must be double-spaced, using one side of the paper only. Students must not submit their projects in hard covered folders or place pages in plastic sleeves. The personal interest project cover supplied by the Board of Studies should be attached to the front of the personal interest project. It must be securely bound and every page must be numbered. Each student's certification documents should be submitted with the personal interest project.

Word limits are indicated for each component of the personal interest project. The word count is based on all words written, as shown by a computer word count or manual count of each word.

The presented project must include the following components:

An Introduction

The introduction will be a brief description (no more than 500 words) of what the topic is about, why this topic was chosen and in what ways it contributes to a better understanding of Society and Culture. The choice of methodologies should be explained and justified, and the cross-cultural component specified.

Log

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

Central Material of the Personal Interest Project

The central material will be in written form and may be accompanied by photographs, tables, graphs and/or diagrams that should be labelled and incorporated into the text through discussion. The central material will be between 2500 and 5000 words. The central material must contain a cross-cultural perspective, that is, a perspective different from the student's own. This may involve some knowledge and understanding of viewpoints that differ over space and/or time. The cross-cultural perspective should be integrated in the central material of the personal interest project.

Conclusion

The conclusion will be a statement (no more than 500 words) of what the student learned from the personal interest project.

Resource List

A list of annotated references used in the personal interest project and/or a list of other kinds of resources, for example, films, Internet-sites or video programs referred to during the preparation of the project and resource persons (eg people interviewed). The references should be accurate, publication/production details included, and in the case of internet sites, the URL, access date and a short annotation added, outlining their usefulness to the personal Interest project.

Certification

Certification will have two components. Firstly, the student will report their progress at three points during the process. Both the student and the teacher will sign these reports. Secondly, a final statement that the personal interest project is considered to be an original piece of work carried out by the student will be signed by the principal, the teacher and the student.

Considerations in the Preparation of the Personal Interest Project

For external assessment, the personal interest project will count as 30% of the total HSC course mark. This weighting has been determined because the project develops from the concepts, methodologies and subject matter of the syllabus as a whole.

The course outcomes will be used to assess the personal interest project.

The following questions should be considered in the preparation of the personal interest project.

Clarity

Is the topic clearly stated and are the purposes and procedures of the personal interest project clear?

Conceptual Content

Does the personal interest project reflect the fundamental concepts of the course plus additional, more specific concepts?

Methodological Content

Does the personal interest project demonstrate some of the methodologies essential to the Society and Culture course plus any other distinctive procedures? Are the methodologies appropriate for the topic? Is there evidence of a systematic approach to the study of the topic? Is there an awareness of both the limitations and the values of the methodologies used? Students should consider the ethical implications of both their topic and the methodologies they employ to research that topic.

Subject Matter Content

Is the subject matter accurate, relevant to the topic and adequately explained for the purposes of the project?

Cross-cultural Content

Does the topic reflect some knowledge and understanding of viewpoints different from that of the immediate culture of the student, for example, in terms of generation, socioeconomic group, gender, ethnicity or location?

Integrative Skills

Has the personal interest project integrated various aspects of Society and Culture? Does the personal interest project achieve a coherent structure? Do the conclusions proceed from the statements in the introduction and the arguments presented in the central material? Is personal experience related to public traditions of knowledge?

Communication Skills

Has the student effectively communicated her or his ideas to the external audience of examiners?

Originality

Does the personal interest project give evidence of originality in design, execution and analysis?

10 Post-school Opportunities

The study of Society and Culture Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Society and Culture Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the TAFE NSW Handbook. Under current arrangements, the recognition of Society and Culture available to students in relevant courses conducted by TAFE is described in the HSC/TAFE Credit Transfer Guide. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Society and Culture Stage 6. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another RTO. Each student will need to provide the RTO with evidence of satisfactory achievement in Society and Culture Stage 6 so that the degree of recognition available can be determined.

11 Assessment and Reporting

11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses, those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- an assessment mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- an examination mark derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students — the syllabus standards
- the level of achievements of the knowledge, skills and understanding — performance standards

Both syllabus standards and performance standards are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives and content in each syllabus together with:

- the performance description that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

11.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on p 53. They ensure a common focus for internal assessment in the course across schools while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

11.3 External Examination

In Society and Culture Stage 6, the external examination includes written papers and a project for external marking. The specifications for the examination in Society and Culture Stage 6 are on page 55.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses

For each course, the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 53.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on each student's performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at their school at the end of the external examinations.

11.5 Assessment Components, Weightings and Tasks

Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are detailed below.

Component	Weighting	Tasks
The Social and Cultural World	20	Tasks and suggested weightings include: • oral task 20 • application of methodologies 40 • test 40
Personal and Social Identity	40	
Intercultural Communication	40	
Marks	100	

There should be a balance between the assessment of:

- knowledge and understanding outcomes, and course content; and
- skills outcomes and course content.

HSC Course

The internal assessment mark for Society and Culture Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments.

Component	Weighting	Tasks
Core	40	Tasks and suggested weightings include: • oral task 20 • application of methodologies 20 • secondary research (see explanations p 54) 20 • test 40
Depth Study One	30	
Depth Study Two	30	
Marks	100	

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content; and
- skills outcomes and content.

The weightings allocated in the above table must be maintained. Teachers can use their discretion in determining the manner in which they allocate tasks. It is suggested that 3–5 tasks are sufficient to assess the HSC course outcomes.

Students should be advised of the assessment criteria when the assessment task is distributed.

The oral task is:

- a formal oral presentation that students prepare in advance.

Application of methodologies involves:

- clarifying research purpose
- selecting an appropriate instrument (questionnaire, interview, observation)
- constructing the questionnaire, interview or determining the process of observation
- analysing and organising the data collected
- evaluating the findings and the process of application.

Secondary research involves:

- clarifying the research purpose
- applying content analysis to a task that deals with a minimum of THREE distinct sources
- organising and analysing the data collected
- referencing and annotating sources
- evaluating the findings of the research process.

11.6 HSC External Examination Specifications

The examination will consist of ONE written paper plus a personal interest project.

Personal Interest Project (30 marks)

The personal interest project is submitted to the Board in Term 3.

Written Paper

Time allowed — two hours (plus five minutes reading time).

Section I Social and Cultural Continuity and Change (30 marks)

Part A: (18 marks)

- There will be THREE short-answer questions, which may include parts.
- All questions will be mandatory.
- All questions will be of equal value.

Part B: (12 marks)

- There will be ONE question.
- The question will be mandatory.
- The question will require a structured extended response.

Section II Depth Studies (40 marks)

- There will be FOUR questions, ONE from each depth study.
- Each question will offer an internal choice.
- Candidates must attempt TWO questions.
- All questions will be of equal value.
- Each question will require an extended response.

11.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
Core	40	A written examination consisting of:	
Depth Study One	30	Core Study:	30
Depth Study Two	30	Social and Cultural Continuity and Change	
Assessment of the above components should include the following tasks and weightings:		<ul style="list-style-type: none"> • short-answer section • structured extended response 	
• oral 20		Depth Study One	20
• application of methodological skills 20		• unstructured extended response	
• secondary research 20		Depth Study Two	20
• test 40		• unstructured extended response	
		An externally marked project:	30
		Core Personal Interest Project	
Marks	100	Marks	100

Note: Since the final project will be assessed externally, no part of the product is to be assessed as part of the school assessment program. The personal interest project process, however, may be assessed. Students may report in written or oral form on the progress they are making. They may outline their choice of methodologies, justify these and report on their application to the research topic. The student's personal interest project diary may provide a basis for assessment.

11.8 Reporting Student Performance Against Standards

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1), includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

12 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.

acculturation	The process of contacts between different cultures and also the outcome of such contacts. It may involve direct social interaction or exposure to other cultures through mass media.
action research	An informal, qualitative, interpretive, reflective and experimental methodology that requires all the participants to be collaborative researchers. Action research is carried out by people who usually recognise a problem or limitation in their workplace situation and, together, devise a plan to counteract the problem, implement the plan, observe what happens, reflect on these outcomes, revise the plan, implement it, reflect, revise and so on. Action research can be thought of as a spiral of planning, acting, observing and reflecting, occurring through time until the most desirable outcomes for all participants are achieved.
authority	A concept frequently linked to power, involving the right to determine, adjudicate, or otherwise settle issues and disputes in society.
belief system	A shared system of beliefs and values that systematically define a way of perceiving the social, cultural, physical and psychological world.
case study	A methodology similar in many ways to an ethnographic case study. The case study involves the collection of data related to an individual or small group through observation, interviews and the collection of documentary evidence.
content analysis	The study and interpretation of written and visual material, for example, magazines, television advertisements, photographs.
cultural relativism	The idea that concepts are socially constructed and vary cross culturally. It implies that one must always view cultures objectively.

customs	Established ways of thinking and acting.
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.
enculturation	The idea that to be a full member of a culture or sub-culture, individuals have to learn to use, formally and informally, the patterns of cultural behaviour prescribed by that culture.
ethnicity	Based on perceived common origins that people share a specific ancestry and culture that mark them as different from others.
ethnographic study	The systematic collection of data derived from direct observation of the everyday life of a particular society, group or subculture. This methodology requires the researcher's immersion in the culture/subculture under study and is an interactive process. The researcher is interested in understanding the customary actions, beliefs, knowledge and attitudes of the social group as these are reflected in the ways of engaging in everyday life.
fieldwork (field research)	Methods of collecting data, usually observation or social survey that requires the researcher to go out into a defined area.
focus group	A small group (3 to 8 persons) whose members are brought together by the researcher for an indepth discussion of a specific issue or topic. The researcher plans an interview schedule and organises the time and place. A tape recorder is essential for the success of the use of this methodology. The techniques of conducting the focus group are similar to conducting an indepth interview, the researcher needs, however, to be able to manage up to eight people talking about the issue or topic.
gender	A term to describe the socially constructed differences between men and women, referring not only to individual identity and personality, but also at the symbolic level, to cultural ideals and stereotypes of masculinity and femininity and, at the structural level, to the sexual division of labour in institutions and organisations.
globalisation	Describes the emergence of a global culture brought about by a variety of social and cultural developments such as: the existence of world information systems; the emergence of global patterns of consumption and consumerism; the growth of transnational corporations; the emergence of global sport like World Cup soccer; the spread of world tourism and the growth of global military and economic systems. It involves 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.
ideology	In general usage, refers to the body of doctrine, myth and symbols of a social movement, a social class or institution. Many sociologists use the term with particular reference to the set of beliefs, attitudes and/or practices that overtly or covertly serve the interests of one particular group, government or social class as opposed to serving universal interests.
industrialisation	Refers to the transition in methods of production that has been responsible for the vastly increased wealth creating capacity of modern societies compared with traditional systems. It may refer to manufacturing, agriculture and administration.
interview	An interview may be tightly structured, semi-structured, unstructured, indepth or conversational. This methodology 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 question schedule.
institutions	Refers to the structural components of a society through which its main concerns and activities are organised, for example, the church, the law, government, family.
kinship	Systems that establish relationships between individuals and groups on the basis of socially recognised biological relationships or marital links.

modernisation	A process of social change resulting from the diffusion and adoption of the characteristics of expansive and apparently more advanced societies through societies that are apparently less advanced. It involves social mobilisation, the growth of a more effective and centralised apparatus of social and political control, the acceptance of scientifically rational norms and the transformation of social relations and aesthetic forms.
mores	Moral rules or ways of behaving that most members of society believe are essential for maintaining standards of decency.
norms	A shared expectation of behaviour, that notes what is considered culturally desirable and appropriate. They are prescriptive, but lack the formal status of rules.
observation	Methodology that involves watching and recording behaviours within a clearly defined area. The researcher plays the role of passive observer and is, therefore, outside the action/s being observed and recorded.
participant observation	The researcher is immersed in the action being observed but their role as researcher is not obvious. An example of participant observation methodology occurs when the researcher goes into a shopping centre in a wheelchair or joins a group in order to study it. Researchers using participant observation must be aware of the ethical implications of this methodology. A methodology wherein the researcher's role is more in the open is the participant-as-observer methodology. In this, the researcher still participates in, as well as observes, the action being studied but does so with the knowledge of other participants.
personal reflection	Requires the researcher to reflect upon, and evaluate, their own experiences, memories, values and opinions in relation to a specific issue or topic.
popular culture	A shared set of practices and beliefs that have attained global acceptance and which can be normally characterised by: being associated with commercial products; developing from local to national to global acceptance; allowing consumers to have widespread access and are constantly changing and evolving.
power	The capacity to influence others to a point of view or action to which they would not normally accede.

prejudice	Preconceived opinion or bias against, or in favour of, a person or thing, characterised by stereotypical views. It may be positive or negative, but is usually used to refer to negative attitudes towards a group or its individual members.
quantitative methodologies	Involves those methodologies, such as closed surveys, structured interviews and sociograms (diagrammatic representations of interactions between individuals), which enable data (concrete or conceptual) to be collected, measured and compared with a standard.
qualitative methodologies	Involves a phenomenological perspective whereby researchers aim to understand, report and evaluate the meaning of events for people in particular situations, that is, how their social world is structured by the participants in it. The focus of qualitative methodologies is the way in which participants (rather than the researcher) interpret their experiences and construct reality. Some examples are, an unstructured interview, focus group, open ended questionnaire and participant observation.
questionnaire	A commonplace instrument for collecting data beyond the physical reach of the researcher, that is, from a large or diverse sample of people. It is an impersonal instrument for collecting information and must, therefore, contain clear questions, worded as simply as possible to avoid any confusion or ambiguity since the researcher probably will not be present to explain what was meant by any one particular question. The questionnaire should be designed to fulfil a specific research objective, it should be brief and the sequence of the questions logical.
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.
scenarios	Portrayals of alternative futures, usually in the form of written descriptions, but they could include graphs and illustrations. They may be broad, or focus on a particular aspect of life. They may often include a story of how that future came to develop, outlining anticipated key events, choices and consequences. A scenario would ideally also state its assumptions. Scenarios are sometimes well developed in Science Fiction.

social differentiation	Criteria used to divide society into groups according to perceived differences between groups.
social ecology	Study of the relationships between individuals, social groups and their environments.
socialisation	The process by which we learn to become members of society, by internalising the norms and values of society, and learning to perform social roles.
statistical analysis (data analysis)	Examining data to interpret meaning, make generalisations and extrapolate trends. Often the data come in graphical form and because these data are expressed in the language of mathematics, they should be evaluated and interpreted by means of appropriate mathematical or statistical procedures.
survey	A methodology which can use different instruments such as observation, interview or a written list of questions called a questionnaire. Surveying is the process of conducting a study from representative samples of specific populations (for example, women in the workforce, Year 9 students, recent immigrants). If a questionnaire is used, it may be comprised entirely of closed questions, multiple – response questions, Lickert scale questions (differential sliding scale or rating scale questions) or open-ended questions, or may be a combination of all question styles. Data recording sheets for observation or a short list of structured interview questions are two other instruments that can be used during a survey.
westernisation	A particular form of modernisation in which the methods and values of Western industrial capitalism are the basis of the changes that are occurring.
worldview	An organised and accepted set of ideas attempting to explain the social, cultural, physical and psychological world.