

Date Distributed: Thursday 29th November 2018 Task Weighting: 30 %

Outcomes

H1 evaluates and effectively applies social and cultural concepts.

H3 analyses relationships and interactions within and between social and cultural groups.

H4 assesses the interaction of personal experience and public knowledge in the development of social & cultural literacy.

H9 applies complex course language and concepts appropriate for a range of audiences and contexts.

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

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

In this task, students will be assessed on their ability to demonstrate an understanding of the case studies and concepts associated with the **Core: Social and Cultural Continuity and Change**, while also allowing them to engage in an independent investigation of social issues relevant to the contemporary context. Questions will require students to apply their knowledge of the syllabus – specifically the section that examines the nature of social and cultural continuity and change - while also synthesising their conceptual understanding with contemporary examples.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This task will draw together the above outcomes to provide students the opportunity to demonstrate their knowledge of concepts and case studies within the study of Society and Culture, specifically in the topics of *Social and Cultural Continuity and Change*. This will allow them to gain feedback on areas of strength and areas on which to improve for their HSC.

The structure and questioning style of this exam is modelled off Section 1 of the HSC Society and Culture examination, and will include HSC style questioning.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

Part 1: Independent Investigation (10marks)

Students are to find **TWO** media articles (newspaper, magazine etc.) that deal with an issue or event in society that reflects social and/or cultural continuity and/or change. These articles can be:

- drawn from contemporary society more broadly
- related to the Focus Study: India

Try to select an article from the last two or three years. The article **SHOULD NOT** be an article that has been examined in class.

For each article, students are to write a **250-300 word response** that reflects the following:

- **Summary:** Briefly summarise what the article is about. *What is the social change and/or continuity?* This should be no more than 2 sentences.
- **Analysis:** Apply the relevant syllabus dot points in the article. Does the article reflect:
 - Evolutionary change
 - Transformative change
 - Resistance to change
 - The impact of continuity and/or change at the micro, meso and/or macro levels
 - The impact of modernisation and/or westernization
 - Social Change theories

In applying and analysing the syllabus dot point, you should briefly explain how the example illustrates your understanding of the concept.

- **Evaluation:** Write a short evaluation where you consider the following questions:
 - *Is this change considered progress? Or is this continuity hindering social progress?*
 - *Which groups are benefiting from the social change/continuity? Which are not?*

In this final section of the response, you should be assessing the social change/continuity in terms of what it reveals about the development of society.

To assist with this section of the task, a modelled response will be completed in class. Further, students are permitted to show their teacher their chosen contemporary example and one draft of their response in preparation for this component of the task so they can receive general feedback.

For both articles, students should be submitting **no more than 600 words**. These responses are to be submitted on the date of the task – **Thursday 13th December, at the beginning of the lesson.**

Students must provide a copy or a link to the article as part of this component of the task.

Part 2: In-class Task (20marks)

On the day of the task, students will be expected to apply their knowledge of the syllabus, as well as their independent investigation, to exam style questions that address the Social and Cultural Continuity and Change syllabus.

This in-class exam will include *multiple choice, short and long answer questions*. Students should read the questions carefully so they can effectively apply knowledge.

Students will be allocated 45 minutes to complete this task – 40min writing time, 5minutes reading time.

A checklist appears below to help you prepare for this assessment.

- I have revised and summarised the Social and Cultural Continuity and Change syllabus
- I have submitted a draft of my responses for Part 1 to my teacher for feedback.
- I have reviewed the modelled response issued in class.
- I have completed the practice exam-style questions issued during class time.

Details for Submission

Part 1: Students are to arrive to class on the day of the task with a HARD COPY of their responses. **This needs to be submitted at the beginning of the lesson.**

Since this component is a hand-in task, it must be submitted at the time specified. Failure to hand in work on the specified time and date, with no successful illness/misadventure appeal, will receive a zero-mark and an N-Warning notification for this component of the task. Students will still need to submit the task to ensure learning outcomes are met.

Part 2: This task will be completed in exam conditions. Students must bring the required equipment for the examination, which is a blue or black pen. The examination paper will be provided. Students are NOT permitted to bring notes into the exam.

Students who are absent from the in-class task, or have a legitimate reason for missing the task, must notify the school before the task commences. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation outlined in the Year 12 Assessment Booklet.

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

Part 1: Independent Investigation (for each article)

	Mark
<ul style="list-style-type: none">Provides a clear summary and detailed analysis of the issue of continuity and change that clearly reflects the syllabus.Evaluation demonstrates insight and a comprehensive assessment of the significance and impact of continuity/change.Presents a well-organised response that uses course concepts.	5
<ul style="list-style-type: none">Provides a summary and competent analysis of the issue of continuity and change that reflects the syllabus.Evaluation demonstrates competent knowledge and a clear assessment of the significance and impact of continuity/change.Presents an organised response that uses course concepts.	4
<ul style="list-style-type: none">Makes a sound summary and some analysis of the issue of continuity and change, with some links to the syllabus.Evaluation demonstrates some knowledge and assessment of the significance and impact of continuity/change.Presents an organised response that uses course concepts, but may be inconsistent.	3
<ul style="list-style-type: none">Conducts a basic summary and limited analysis of the issue of continuity and change. Syllabus links may be unclear.Some reference to the significance of continuity and change. .May refer to course concepts. Response may be too brief or disjointed.	2
<ul style="list-style-type: none">Makes a limited attempt to identify continuity and change through an example.	1

Part 2: In-Class Task

Due to the structure of this in-class exam being *multiple choice, short answer and long response*, the mark allocation for each question will vary. Students should answer each question according to how much the question is worth, and marks will be awarded accordingly. Students will be required to apply the knowledge in carefully structured responses. Marking guidelines stating the specific criteria for each question will be given to students with feedback when the task is returned.