

Mark Oliphant Culture

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STAGE 2 SOCIETY & CULTURE COURSE OVERVIEW 2017

SACE BOARD SUBJECT DESCRIPTION

20 credits (2 semesters) for Stage 2

Students explore and analyse how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. They develop skills, values and understandings that enable effective participation in contemporary society.

Key Skills of Social Inquiry

Skills of social inquiry underpin studies and assessment in this subject and provide a framework for the investigation of societies and cultures. Systematic investigation, active participation, and a variety of experience-based learning methods are particularly relevant in enabling students to explore the difference between lived reality and social constructions.

Inquiry skills involve learning by asking questions. The focus is on learning how to learn rather than on acquiring information for its own sake. Inquiry and resource-based learning are most effective when both teachers and students feel free to admit that they do not know all the answers.

Students consider the following questions:

- What aspect or issue do you want to focus on?
- What questions do you need to ask when investigating a contemporary social issue?
- How are you going to conduct your inquiry?
- What type of information do you need, and how will you find and collect it?
- How reliable/relevant/useful/accurate/biased are your sources?
- What are the limitations of using statistical data?
- What or whose point of view is reflected or omitted?
- How might you sort out your information?
- What similarities, differences, and connections can you see?
- What inferences or conclusions can you draw?
- How does the information change your point of view?
- What evidence do you have to support different points of view?
- What remains unanswered and uncertain?
- In what ways could you present your evidence?
- What does the evidence suggest could be done about this issue, now and in the future?
- Who might benefit from and who might be disadvantaged by what is done?
- How can you contribute to or influence the community and society, now and in the future?

The following questions could provide a focus for exploring contemporary societies and social issues:

- How can societies and cultures be studied?
- How are societies and cultures structured?
- How do you know when societies fail to work?
- How are individuals, societies, and cultures linked?
- How do values and beliefs shape societies and cultures?
- What forces in societies affect an individual's choices and behaviour?
- What is socialisation?
- What commonalities and differences do individuals in communities share with individuals in societies?
- What causes social and cultural change in contemporary societies?
- What strategies are, or could be, used to identify and address particular contemporary social issues?



TOPICS

Group 1: Culture - CULTURAL DIVERSITY

Folio 3 – Reconciliation@MOC



This topic offers an opportunity to introduce students to various major belief and/or cultural systems through concepts such as rules, structures, class, gender, ceremony, power, fear, and order. Students should understand the differences between beliefs, values, and attitudes, and how these are linked to culture. Students may analyse their social and cultural worlds, and question and challenge belief systems, acknowledging that such systems, as well as identities, are socially constructed and can therefore be changed.

Students consider factors that affect resistance to, or acceptance of, change. They examine the concept of change — its initiation, impact, and management — in a cultural setting. They evaluate the ways in which things have been done and decisions have been made in the past or present, and challenge ideas and interpretations of events to encourage future change. They analyse why, in the process of change, some stories are not heard or are silenced.

In exploring cultural diversity, students may be introduced to a range of examples in different societies or in different groups or subcultures of a particular society. Students may examine the ways in which values and beliefs shape cultures and societies. They may consider and act on ways to create wider awareness and understanding of, and respect for, cultural diversity. Students may identify and analyse attitudes relevant to their own beliefs, cultural competencies, and practices, and assess and develop strategies to support change and social inclusion.

Group 2: Contemporary Challenges – SOCIAL ETHICS

Folio 1 – Alleviating Global Poverty *Interaction Oral – Asylum Seekers*



This topic allows students to analyse the ways in which society as a whole deals with ethical issues. They consider how ethical codes of conduct are determined by many social influences, including family, culture, religion, and work. They begin to understand the types of power that support different value systems. They analyse positions taken and appraise social issues that involve complex ethical judgments.

Students may consider issues such as animal rights; job discrimination; assisted suicide; censorship; welfare and social justice; punishment; sexual ethics; the ethics of social research; the mass media; privacy; and the role of new technologies such as domestic and reproductive technology, production technology, and military technology.

They may also consider the origins and effects of repressive or unfair laws, policies, and/or agreements in relation to minorities and less powerful nations. They research ways in which government, business, and community policies and practices relate to a particular ethical stance. They explore and contribute to the implementation of goals related to ethical behaviour or to ecological and social sustainability. Students identify and analyse ethical issues relevant to their own positions and practices, and assess appropriate strategies to change these if appropriate.

Group 3: Global Issues – PEOPLE AND POWER

Folio 2 – Alleviating Local Poverty

Folio 4 – The Global Goals

Interaction Group – Social Action



In this topic students analyse the distribution of power in societies, identify ways in which they and other people participate as citizens of nation-states in a globalising world, and determine how this participation might be increased. They consider the power of people to influence others. They identify examples of the development of advantage and disadvantage in a community or a society. They analyse power structures in and between systems, and discuss why individuals and groups have or do not have access to power. They assess the power of different forms of communication used to present and challenge opinions, arguments, points of view, and conclusions.

Students analyse the power of the media on a global scale and the power of multimedia products in forming and changing attitudes. They also identify examples of power and status in contemporary society. They use evidence to discuss and interpret events from the perspective of those who hold or want power as well as from the perspective of those who lack power. Students may analyse how a conflict over cultural, religious, environmental, or political beliefs might have emerged and might actually be about power, land, natural resources, money, and the influence of a few powerful people or nations. They plan ways in which to influence decision-makers to act ethically.

Students may also analyse people and power from the perspective of political leadership, by focusing on the values, goals, achievements, and impacts of political leadership in a variety of contexts in a globalising world. Students may consider leaders who are involved in a range of issues (e.g. constitutional questions, civil conflict, and local, national, social, religious, economic, and pro-democracy movements). They consider the evolution of political strategies and the impacts that political parties, corporate lobby groups, environmental, rural, and religious groups and the media have on leadership decisions.

INVESTIGATION

CHOOSE YOUR OWN ADVENTURE®

Negotiated. Will fit under one of these broad topic groups:

1) Culture

- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World

2) Contemporary Challenges

- Social Ethics
- Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment

3) Global Issues

- Globalisation
- A Question of Rights
- People and Power

PROPOSED PROGRAM



FOLIO 1 – Alleviating Global Poverty

Cambodia case study

Donation letter

DUE: END OF WEEK 4 (24 February)

FOLIO 2 – Alleviating Local Poverty

Holden closure focus

Excursion to Holden and Tonsley (Wed Week 5 TBC)

Stretton Centre display for History Festival in Term 2 (TBC)

DUE: END OF WEEK 8 (24 March)

Week 7 – Public Holiday Monday (lose double)

Weeks 9-10

Start planning for **INTERACTION GROUP – Social Action**

- *Reconciliation Week (27 May-3 June – Term 2 week 5)*
- *World Environment Day (5 June – Term 2 week 6 Monday)*
- *Refugee Week (18-24 June – Term 2 week 8)*
- *NAIDOC Week (2-9 July – Term 2 week 10)*
- *Anti-Poverty Week (15-21 October – Term 4 week 1)*

Week 10 – Public Holiday Friday (lose double)



Ms Grant away weeks 1 and 2 – finalise **INTERACTION GROUP**

[History Festival May (weeks 1-5)

– put up **FOLIO 2** display at Stretton Centre and attend event]

INTERACTION ORAL – Asylum Seekers

Q&A Panel role play

PANELS DUE: END OF WEEK 7 (16 JUNE)

Attend ARA Refugee Week school symposium week 8

INDIVIDUAL COMPONENT DUE: END OF WEEK 8 (23 JUNE)

Week 5 – Reconciliation Week

Week 6 Monday – World Environment Day

Week 7 – Public Holiday Monday (lose double)

Week 8 – Refugee Week

Week 10 – NAIDOC Week

[TERM 2 CONTINUED]

Weeks 9-10

Start **INVESTIGATIONS**

Holidays – work on **INVESTIGATIONS**



INVESTIGATIONS

EXTERNAL ASSESSMENT DUE: END OF WEEK 8 (15 September)

NO EXTENSIONS

FOLIO 3 – Reconciliation@MOC

Rafa Rafa role play

Camp (TBC)

DUE: END OF WEEK 10 (29 September)

Holiday workshops



(SHORT)

Week 1 – Anti-Poverty Week

FOLIO 4 – The Global Goals

UN Youth SA workshop

World's Largest Lesson – peer education

DUE: END OF WEEK 2 (27 OCTOBER)

SCHOOL ASSESSMENT RESULTS DUE: END OF WEEK 3 (3 November)

You must be available to attend school until the end of Monday Week 5 (13 November) for Society and Culture (and maybe longer for other subjects).

PROPOSED REPORTING SCHEDULE

Note: Report grades do not usually have a plus or minus



Mid-term 1 report

for students at risk of failing

- Folio 1 complete
- Attending excursion for Folio 2

TERM 1 REPORT

for all students
(grade with comment)

- Folio 1 complete
- Folio 2 complete

Mid-term 2 report

for students at risk of failing

- Folio 1 complete
- Folio 2 complete
- Interaction Group complete or plans in place
- Started Interaction Oral script

TERM 2 REPORT

for all students
(grade only)

- Folio 1 complete
- Folio 2 complete
- Interaction Group complete
- Interaction Oral complete



Mid-term 3 report

for students at risk of failing

- *Number 1 priority: Satisfactory progress on Investigation*
- Folio 1 complete
- Folio 2 complete
- Interaction Group complete
- Interaction Oral complete

TERM 3 REPORT

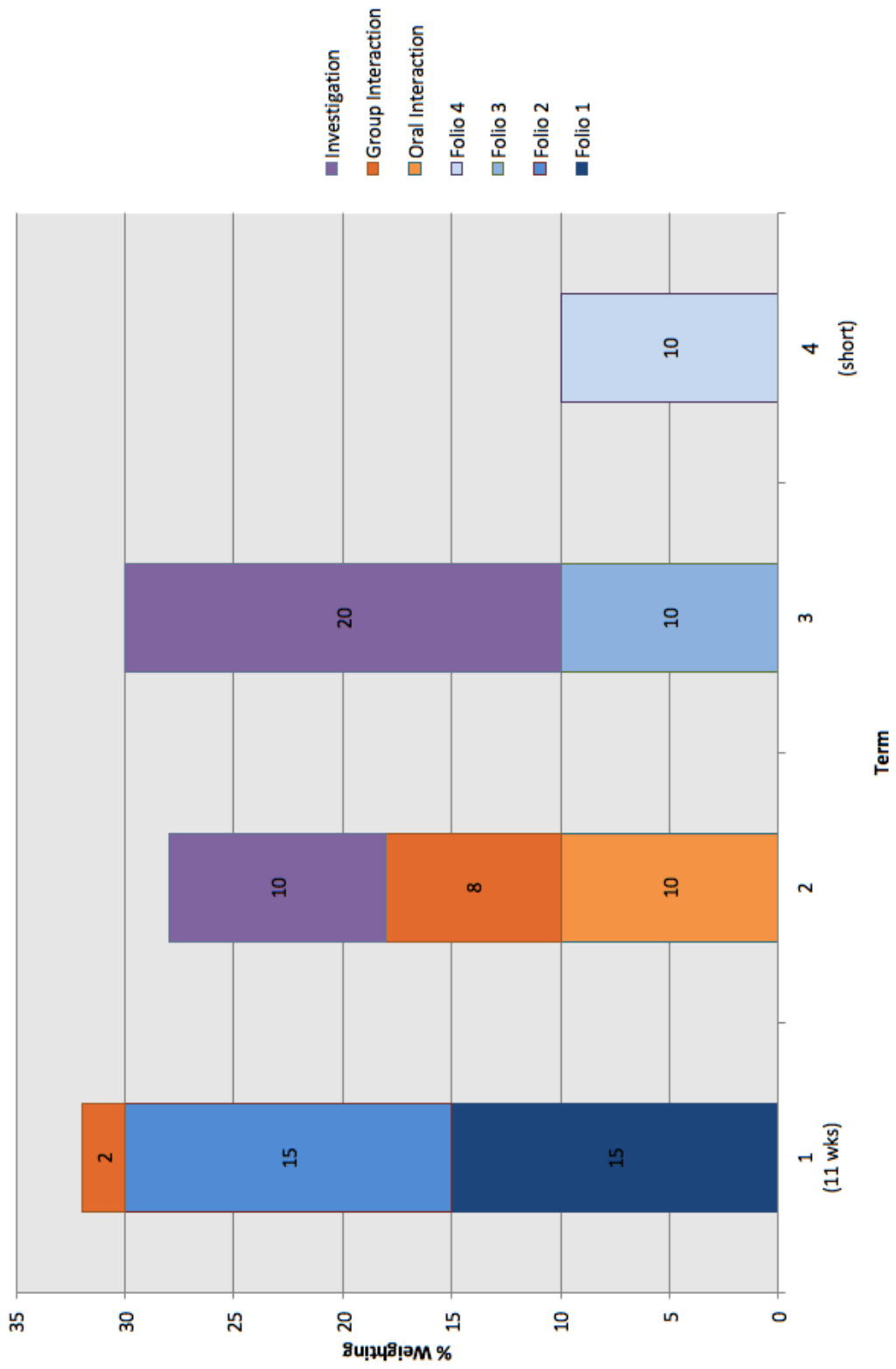
for all students
(grade with comment)

- *Number 1 priority: Investigation submitted*
- Folio 1 complete
- Folio 2 complete
- Interaction Group complete
- Interaction Oral complete
- Satisfactory progress on Folio 3 (due end Week 10)
- **MUST ATTEND HOLIDAY WORKSHOPS IF NOT PASSING**

NO TERM 4 REPORT





Indicative school results advised
(subject to moderation)

WORKLOAD SPREAD (aka the importance of deadlines!)



ASSESSMENT CRITERIA

Rubrics including the performance standards for each grade band (A-E) will be available for each task. You will be advised if these change as the tasks evolve.

 Knowledge and Understanding	<i>Folio</i>	<i>Interaction</i>	<i>Investigation</i>
KU1 Knowledge and understanding of different aspects of and issues related to contemporary societies and cultures, in local and global contexts.	1 2	Oral	✓
KU2 Knowledge and understanding of the nature and causes of social change .	All	Group	✓
KU3 Understanding of ways in which societies and cultures are connected and interdependent .	1 2	Oral	✓
 Investigation and Analysis	<i>Folio</i>	<i>Interaction</i>	<i>Investigation</i>
IA1 Investigation and analysis of different aspects of and issues related to contemporary societies and cultures, in local and global contexts.	1 2	Oral	✓
IA2 Investigation and analysis of ways in which power structures operate in societies.	2 4	Oral	✗
 Collaboration	<i>Folio</i>	<i>Interaction</i>	<i>Investigation</i>
CI1 Planning and evaluation of collaborative social action related to an inquiry in a chosen topic.	3	Group	✗
CI2 Collaborative social action .	3	Group	✗
CI3 Individual contribution to group activity.	3	Oral Group	✗
 Evaluation and Communication	<i>Folio</i>	<i>Interaction</i>	<i>Investigation</i>
EC1 Evaluation and use of evidence from a range of sources and perspectives , with appropriate acknowledgment of sources.	1 2 4	Oral	✓
EC2 Communication of informed ideas about societies and social and cultural issues.	All	Oral Group	✓