Society and Culture

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2024 Subject Outline | Stage 1 and Stage 2

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Introduction

Subject Description

Society and Culture is a 10-credit subject or a 20-credit subject at Stage 1, and a 10‑credit subject or a 20-credit subject at Stage 2.

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions. Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

Students use inquiry processes to explore concepts of society and culture in Australian (local and national) and global contexts. They choose and explore a range of primary and secondary sources and evaluate different viewpoints and perspectives. They learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Students develop their skills in collaborative and independent thinking and inquiry by investigating the causes and consequences of a broad range of social issues and actions. They communicate informed opinions in a range of ways.

Students have the opportunity to build intercultural understanding by exploring the history, knowledge, and contemporary cultures of different peoples.

Local Programs

Each learning area has a subject outline that is designed to give schools additional flexibility in developing Stage 1 and Stage 2 teaching and learning programs that focus on specific local needs and interests.

The subject outline for Society and Culture provides this flexibility for the Humanities and Social Sciences Learning Area.

All teaching and learning programs based on the subject outline for Society and Culture must use the capabilities, learning requirements, assessment design criteria, and performance standards specified in this subject outline.

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However, schools have the flexibility to:

either

* follow the content and assessment recommended in this subject outline

or

* vary the content and/or school assessment, using this subject outline as a guide.

Stage 2 teaching and learning programs that vary the school assessment must retain the same number of assessment types and the associated weighting of each assessment type specified in this subject outline.

Teaching and learning programs that vary the content and/or school assessment are referred to as ‘local programs’ and are submitted for approval according to SACE Board processes.

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The five capabilities that have been identified are:

* communication
* citizenship
* personal development
* work
* learning.

The capabilities most clearly reflected in the learning requirements, the content, the assessment design criteria, and the performance standards of Society and Culture are those for citizenship, learning, and communication. All the capabilities offer students opportunities for personalised learning relevant to their future. Capabilities for citizenship, learning, and communication are developed as students demonstrate knowledge and understanding, and investigate, analyse, and communicate ideas about social and cultural issues and societies. Students develop capabilities for work and personal development through collaborative group work, reflection, evaluation, and the communication of informed opinions on local and global societies and cultures.

Communication

In Society and Culture, students communicate for different purposes and audiences, and in different contexts. They identify, locate, and analyse primary and other sources and perspectives (e.g. they plan and carry out interviews or surveys with a range of people in order to record quantitative and/or qualitative data). Students, individually and with others, use communication skills to investigate and discuss ideas, concepts, and topics related to society and culture and to demonstrate their knowledge, understanding, reflection, and informed opinions.

In their communication students are encouraged to recognise and respect cultural differences, ethical protocols, and the views of other people. Students develop literacy and numeracy skills and use information and communication technologies as they inquire, investigate, analyse, and communicate. The form in which students demonstrate evidence may be written, oral, or multimodal (e.g. combining sound and speech with visual materials).

Citizenship

In Society and Culture, students develop their capability for citizenship by exploring social, political, historical, religious, philosophical, economic, legal, geographical, environmental, and cultural factors that affect societies locally and globally. In studying contemporary societies, their structures and systems, and connections between them, students may reflect on a range of identities, values, and cultures, including their own. Students may focus on and/or consider the perspectives of Indigenous peoples and cultures. Students develop skills that contribute to making informed decisions about local and/or global citizenship.

Students develop skills in collaborating with others to investigate social issues. They investigate the nature and causes of social change, and consider how power structures operate in society. Students may develop a deeper understanding of social justice, democratic processes, and ethical behaviour. They may question or challenge the ethical or sustainable nature of social, cultural, and environmental practices, consider implications, and suggest or act on strategies for change.

Personal Development

In Society and Culture, students develop their capability for personal development by reflecting on their personal identity, culture, values, and sense of purpose as they learn about, investigate, analyse, and evaluate aspects of societies and cultures. They learn how their own culture, society, and environment, and those of other people, are shaped by a range of factors over time. Students gain an understanding of how they arrived at their place in the world, how they can influence and contribute to society, and how they can make a positive difference by sharing learning and social action. Students learn how individual and group involvement can influence positive change.

Work

In Society and Culture, students develop their capability for work by gaining and applying employability and life skills. Individually and collaboratively, students identify guiding questions, plan inquiries, and analyse sources to gain knowledge and understanding about local, national, and global societies and cultures. Students may interview and/or survey a range of people, suggest and negotiate ways of communicating informed opinions, and participate actively and responsibly in informed social action and responsible citizenship. Students evaluate their collaborative learning and achievements.

Students may consider types and conditions of work as examples of change in societies. Through topics in this subject, students may learn about post-school pathways related to humanities and social sciences.

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Learning

In Society and Culture, students develop their capability for learning by accessing, organising, and using information about societies and cultures, locally and globally, and issues that relate to them. Individually and in groups, students develop skills of inquiry, investigation, and reasoning which they apply, through analytical, reflective, ethical, and evaluative thinking, to a range of primary and secondary sources and perspectives.

Students learn that complex situations may require creative, diverse, and multiple solutions. They also learn how social and cultural factors and relationships shape and change knowledge, which is contested rather than forming a body of given truth. Students consider causes and consequences as they analyse how and why social change occurs, and learn about the nature and causes of social change.

Literacy in Society and Culture

Teachers support students, as individuals and in groups, in developing literacy by:

* investigating; for example
* identifying one or more issues, and placing each issue in context
* identifying the contextual meaning of subject-related vocabulary and concepts
* understanding the role of focusing questions and/or a hypothesis, and evaluating these regularly to consider whether inquiries are achievable, need clarification, or should be modified
* identifying efficient ways to find relevant written, oral, and visual qualitative and quantitative sources (including electronic sources)
* modelling ways to obtain information from primary sources by carrying out surveys, conducting interviews, recording observations, and generating data
* explaining types of questions to use in interviews (e.g. closed and open questions) and ways to demonstrate active listening and to record information from interviews
* providing models of ways to structure surveys and to obtain statistically useful and relevant samples
* modelling ways to find and identify relevant material in a range of secondary sources
* analysing; for example
* explaining ways to use the skills of social inquiry listed in the Content section
* sorting and classifying sources
* discussing, questioning, and debating
* identifying context, purpose, bias, intent or message, inference, accuracy, relevance, reliability, authority, and views that may be included or excluded
* comparing and contrasting sources
* identifying evidence of change over time, how and why it occurs (including who has power), and ways to influence change
* synthesising research data
* evaluating; for example
* weighing up evidence of analysis
* reflecting on the effectiveness of collaboration
* taking into account ethics, sustainability, and possible outcomes and solutions
* communicating; for example
* suggesting and justifying conclusions
* presenting learning in clear, concise, and, at times, persuasive language
* considering the context, purpose, and audience for the communication (e.g. concise and consistent wording for illustrations or websites; acknowledging sources appropriately; persuasive language in written or spoken argument; and the use of paragraphs or segments to separate ideas, elements, views, or topics in a discussion)
* describing effective skills for collaborative group work
* presenting informed views in presentations that may be written, oral, or multimodal
* giving explicit advice and models for effective communication in a range of forms (e.g. dot points or letter writing).

Numeracy in Society and Culture

Teachers support students, as individuals and in groups, in developing, using, and engaging with numeracy by:

* investigating; for example
* identifying, collecting, and/or recording relevant quantitative data
* investigating statistical and geographic information systems data
* designing forms for surveying or recording the observations provided by a range of people or in relation to relevant social and/or cultural phenomena
* recording information in categories such as age, location, gender, wealth, health, and education to account for different viewpoints on issues or aspects of society
* accessing relevant maps that convey spatial relationships between people, cultures, and environments
* recording relevant societal and spatial relationships through images (e.g. photographs, drawings, and symbols)
* analysing and evaluating; for example
* extrapolating, interpreting, translating, comparing, contrasting, estimating, and summarising relevant quantitative data
* analysing and evaluating the meaning of spatial relationships, using maps, chronological time-scales, photographs, illustrations, and measurements
* analysing factors associated with ethics, sustainability, and economics as they relate to issues (e.g. relative costs of labour, materials, and the transport of various goods)
* communicating; for example
* communicating relevant quantitative and spatial data in the most effective form (e.g. a map, table, or pie chart) and the most effective style of graphic illustration (e.g. the style and size of font, colour or shading, and key and labels)
* reflecting on spatial awareness when communicating (e.g. the use of white space; appropriate sizes of font and images in multimedia presentations, and/or websites; space in margins and between paragraphs; and pauses when speaking).

Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives

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In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

* providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
* recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
* drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
* promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

Stage 1 Society and Culture

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Society and Culture.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of contemporary social and cultural issues, in local and global contexts
2. demonstrate skills in analysing how and why social change occurs
3. investigate and analyse a range of sources and perspectives
4. work collaboratively to analyse, and reflect on, a contemporary social or cultural issue and share their learning with others
5. demonstrate understanding of connections between societies and cultures
6. communicate informed ideas and opinions about social and cultural issues and societies.

Content

Society and Culture is a 10-credit subject or a 20-credit subject at Stage 1.

Schools may either follow or vary the content recommended in this subject outline.

For a 10-credit subject, it is recommended that students study two topics:

* one topic with a focus on an Australian context
* one topic with a focus on a global context.

For a 20-credit subject, it is recommended that students study three topics:

* one topic with a focus on an Australian context
* one topic with a focus on a global context
* one topic with a focus on either a global context or an Australian context.

In a local program, topics may be designed to suit local needs and interests.

The social inquiry approach to learning forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them.

The choice of topics should reflect the experiences, backgrounds, and interests that students bring to their studies. There should be sufficient flexibility to allow topics that apply to the whole class and, when practicable, to groups of students and individual students.

Topics

The following topics are suggested as a guide to developing studies in Stage 1 Society and Culture. The topics are adaptable to an Australian context and/or a global context. The list is not comprehensive and teachers may devise other topics.

* A current social or cultural issue
* Forces for social change or continuity
* The media
* Popular culture
* Power and authority in society
* Prejudice and discrimination
* Lobby and advocacy groups and social change
* Wealth, work, and status
* Relationships between societies and natural environments
* The social impact of environmentally sustainable practices and environmentally unsustainable practices
* Contemporary Aboriginal and Torres Strait Islander societies
* Societies in rural and urban Australia
* Cultures and subcultures in Australian society
* Australia’s relationships with the Asia–Pacific region
* The diversity of the Asia–Pacific region
* Refugee and migrant experiences and contributions
* Australia’s global connections
* Australians as global citizens
* World-shaping phenomena
* Peace and conflict

Key Skills of Social Inquiry

The following questions are designed to guide students’ knowledge and understanding of concepts and their development of skills, including the capabilities.

Questions about Societies and Cultures

What is a society? What is a culture? How are they defined?

* What does ‘culture’ mean to me?
* How can societies and cultures be studied?
* How are societies structured?
* How do societies and cultures interconnect?
* What are some of the signs that societies are failing to work?
* How are individuals and societies linked?
* What forces in societies affect an individual’s choices and behaviour?
* What social changes are occurring in contemporary societies?
* How do societies and environments influence each other?
* How do values and beliefs shape cultures and societies?
* How do power structures operate in societies?
* How do societies (local, national, and global) ensure that the basic needs and human rights of their members are met?
* How does the social construction of power, prejudice, gender, religion, sexuality, ethnicity, and class affect various groups, societies, and cultures?
* How does racism affect various groups, societies, and cultures?
* What questions do you need to ask when investigating a contemporary social issue?

Questions about Conducting an Inquiry

How are you going to conduct your inquiry?

* What primary and secondary sources can you analyse?
* What or whose point of view is reflected and/or omitted?
* How might you sort out your information?
* 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?
* How can you examine evidence for accuracy, relevance, reliability, bias, and omissions?
* What does the evidence suggest could be done about this issue?
* Who might benefit and who might be disadvantaged by what is done?
* How can you contribute to or influence decisions made in the community and society, now and in the future?

Assessment Scope and Requirements

Assessment at Stage 1 is school based.

Schools may either follow or vary the assessment types recommended in this subject outline.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Society and Culture:

* Assessment Type 1: Sources Analysis
* Assessment Type 2: Group Activity
* Assessment Type 3: Investigation.

For a 10-credit subject, it is recommended that students provide evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

* at least one sources analysis assessment
* at least one group activity
* at least one investigation.

For a 20-credit subject, it is recommended that students provide evidence of their learning through six to eight assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

* two to four sources analysis assessments
* two group activities
* two investigations.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by teachers to:

* clarify for the student what he or she needs to learn
* design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* knowledge and understanding
* investigation and analysis
* collaboration
* communication.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding

The specific features are as follows:

KU1 Knowledge and understanding of contemporary social and/or cultural issues in Australian and global contexts.

KU2 Understanding of connections between societies and cultures.

Investigation and Analysis

The specific features are as follows:

IA1 Analysis of and reflection on contemporary social or cultural issues.

IA2 Analysis of how and why social change occurs.

IA3 Investigation and analysis of a range of sources and perspectives.

Collaboration

The specific features are as follows:

Cl1 Collaborative investigation of a range of perspectives on a contemporary social or cultural issue.

Cl2 Reflection on learning and sharing of learning with others.

Communication

The specific features are as follows:

Cm1 Communication of informed ideas about social and/or cultural issues and societies.

Cm2 Communication of opinions supported by evidence, with appropriate acknowledgment of sources.

School Assessment

Assessment Type 1: Sources Analysis

Students undertake at least one sources analysis assessment for a 10-credit subject, and two to four sources analysis assessments for a 20-credit subject. They identify, investigate, and analyse different sources to gain insight into social or cultural issues or aspects of societies.

Students gather information from primary and/or secondary sources. Primary sources may include observations and recordings from field trips to cultural or social events or centres, a study of cultural artefacts, or interaction with guest speakers and other people in the school or the local community, including other students. Students may undertake activities as individuals, in groups, or as members of a whole class. They record qualitative or quantitative data, using surveys, journals, photographs, or spreadsheets, or other means.

Students investigate and analyse relevant information from the different sources.

Students negotiate with the teacher the form — written, oral, or multimodal — in which to communicate their learning about the social or cultural issue or aspect of society. For example, they could use a classroom discussion, an argument, a forum, a dramatic presentation, a mock parliamentary debate, a symbolic representation, mime and drama, movement and dance, music and song, debates, reports, or interviews to communicate their learning.

A sources analysis assessment should be a maximum of 800 words if written or a maximum of 5 minutes for an oral presentation, or the equivalent in multimodal form.

When students are involved in group activities they need to identify, record, and present evidence of learning individually.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* investigation and analysis
* communication.

Assessment Type 2: Group Activity

Students undertake at least one group activity for a 10-credit subject, and two group activities for a 20-credit subject. They:

* work collaboratively in a group to define and investigate different perspectives on a contemporary social or cultural issue that is relevant to one or more of the topics studied.
* reflect on and share their learning with others.

The group could be a pair, or a larger group, of students from the class or a local or virtual community. Students need to have evidence (e.g. notes) of their contribution to the collaboration.

Students reflect on and share their learning with others in a round-table discussion or other method of communication that enables each member of the group to demonstrate his or her contribution.

Each student’s contribution to a group activity should be a maximum of 750 words if written or a maximum of 5 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* investigation and analysis
* collaboration.

Assessment Type 3: Investigation

Students undertake at least one investigation for a 10-credit subject, and two investigations for a 20-credit subject. They choose a contemporary social or cultural issue to investigate. They identify and refine guiding questions and investigate, analyse, and use relevant information from different sources, which may include primary sources. Students support their conclusions with evidence from their investigations.

Students may take into account the context of the issue — historical, economic, environmental, or other — or consider how and why social change has affected, or may affect, the issue.

Students negotiate the form of presentation — written, oral, or multimodal — with the teacher. Guiding questions are suggested in the ‘Key Skills of Social Inquiry’ section in Learning Scope and Requirements.

A presentation should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* investigation and analysis
* communication.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* taking into account the weighting of each assessment type
* assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).

Performance Standards for Stage 1 Society and Culture

| - | Knowledge and Understanding | Investigation and Analysis | Collaboration | Communication |
| --- | --- | --- | --- | --- |
| A | In-depth knowledge and perceptive understanding of a range of contemporary social and/or cultural issues, in Australian and global contexts.  Perceptive understanding of connections between societies and cultures. | Insightful and well-informed analysis of and reflection on contemporary social or cultural issues.  Perceptive analysis of how and why social change occurs.  Well-organised and focused investigation and analysis of a range of sources and perspectives. | Constructive and inclusive contribution to collaborative investigation of different perspectives on a contemporary social or cultural issue.  Insightful and focused reflection on, and proactive sharing of, learning with others. | Incisive and coherent communication of perceptive ideas about social and/or cultural issues and societies.  Explicit and convincing communication of opinions supported by evidence, with appropriate acknowledgment of sources. |
| B | Some depth in knowledge and understanding of different contemporary social and/or cultural issues, in Australian and global contexts.  Well-considered understanding of connections between societies and cultures. | Well-considered and informed analysis of and reflection on contemporary social or cultural issues.  Well-considered analysis of how and why social change occurs.  Well-organised investigation and analysis of a range of sources and perspectives. | Considered and active contribution to collaborative investigation of different perspectives on a contemporary social or cultural issue.  Focused reflection on, and active sharing of, learning with others. | Clear and effective communication of well-informed ideas about social and/or cultural issues and societies.  Clear and mostly convincing communication of opinions supported by evidence, with appropriate acknowledgment of sources. |
| C | Knowledge and understanding of some contemporary social and/or cultural issues, in Australian and global contexts.  Appropriate understanding of connections between societies and cultures. | Considered and informed analysis of and reflection on contemporary social or cultural issues.  Considered analysis of how and why social change occurs, tending towards description of social change.  Generally organised investigation and analysis of a range of sources and perspectives. | Generally active contribution to collaborative investigation of different perspectives on a contemporary social or cultural issue.  Some focused reflection on, and generally active sharing of, learning with others. | Generally effective communication of informed ideas about social and/or cultural issues and societies.  Generally effective communication of opinions supported by evidence, with mostly appropriate acknowledgment of sources. |
| D | Identification and some understanding of one or two contemporary social and/or cultural issues, in Australian or global contexts.  Identification and some awareness of connections between societies and cultures. | Identification and some description of one or more contemporary social or cultural issues.  Identification of some reasons for social change.  Basic investigation and some use of information or perspectives from easily accessible sources. | Superficial contribution to collaborative investigation of different views on, or suggestions about, a defined contemporary social or cultural issue.  Superficial reflection on, and occasional sharing of, learning with others. | Communication of basic ideas about two or more social or cultural issues.  Partial use of evidence to support an opinion, with inconsistent acknowledgment of sources. |
| E | Some awareness of a social and/or cultural issue, in an Australian or global context.  Limited awareness of connections between societies and cultures. | Some awareness of one or more social or cultural issues.  Limited awareness of reasons for social change.  Attempted use of information or perspectives from one or more easily accessible sources. | Attempted contribution to collaborative investigation of different views on, or suggestions about, a defined contemporary social or cultural issue.  Emerging recognition of the need for reflection on, and sharing of, learning with others. | Attempted communication of ideas about one or more social or cultural issues.  Limited use of evidence to support an opinion, with limited acknowledgment of sources. |

Assessment Integrity

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The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

Stage 2 Society and Culture

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Society and Culture.

In this subject, students are expected to:

1. investigate and analyse different aspects of, and issues related to, contemporary societies and cultures, in local and global contexts
2. demonstrate knowledge and understanding of the nature and causes of social change
3. investigate and analyse ways in which power structures operate in societies
4. evaluate and use a range of sources and perspectives to communicate informed ideas about societies and social and cultural issues
5. collaboratively plan, undertake, and evaluate informed social action as a result of an inquiry
6. demonstrate understanding of ways in which societies and cultures are connected and interdependent.

Content

Society and Culture is a 10-credit subject or a 20-credit subject at Stage 2.

Schools may either follow or vary the content recommended in this subject outline.

The eleven topics in this subject outline are divided into three groups, as listed and described below.

For a 10-credit subject, it is recommended that students study one or two topics (each from a different group of topics). The key skills of social inquiry should be incorporated in the study of topics. Students also undertake an investigation on a negotiated topic.

For a 20-credit subject, it is recommended that students study three topics (each from a different group of topics). The key skills of social inquiry should be incorporated in the study of topics. Students also undertake an investigation on a negotiated topic.

The social inquiry approach to learning forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them.

The choice of topics should reflect the variety of experiences, backgrounds, and interests that students bring to their studies.

Group 1 Topics: Culture

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

Group 2 Topics: Contemporary Challenges

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

Group 3 Topics: Global Issues

* Globalisation
* A Question of Rights
* People and Power

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?
* How does the social construction of power, prejudice, gender, sexuality, ethnicity, and class affect various individuals, groups, societies, and cultures?
* How does racism affect various groups, societies, and cultures?
* How do societies (local, national, and global) ensure that the basic needs and human rights of their members are met?

Topics

Teachers and students are encouraged to explore issues within topics, presented in the form of problems rather than as information to be digested. Students are encouraged to ask their own questions, explore possible sources of information, and develop or identify solutions to them, as well as to understand that many questions have no satisfactory answers or may have several possible answers.

Through the study of topics, students develop skills in various approaches to, and methods of, research. They should also become familiar with the limits of these approaches and methods, and with ethical and other potential issues associated with them. The inquiry approach to learning, provided by the key skills of social inquiry, forms the basis for the study of each topic. Teachers are encouraged to negotiate topics to be studied, taking into account students’ experiences and interests. There should be no substantial replication or repetition of material covered in any other topic.

The key skills of social inquiry must be addressed in the study of all topics. Students should study no more than one topic from each of the three groups.

In a local program, topics may be designed to suit local needs and interests.

Group 1 Topics: Culture

Cultural Diversity

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.

Youth Culture

This topic allows students to explore the idea of youth culture and the ways in which the experience of being young has changed, locally or elsewhere. Students also explore changes in youth experience (e.g. in the youth labour market), the ways in which young people are represented in the media, and young people as citizens. Students examine the extent to which social, economic, and cultural changes have shaped the lives of young people. They examine the beliefs, values, customs, and practices of youth culture in comparison with other cultures in Australia and in other places.

Students consider how the social construction of prejudice and stereotypes, including stereotypes of young Indigenous people, affect youth and adolescence. They investigate the ways in which young people use space and create places in the community. Students consider factors that affect youth culture (e.g. neighbourhood, sense of community, socio‑economic status, popular culture, demographic characteristics, gender, and ethnic background). They share creative ideas on non-material aspects of life that promote well‑being and are cost-neutral and intrinsically rewarding.

Work and Leisure

In this topic students have the opportunity to consider changing perceptions about people’s work, sport, leisure, family, community life, and well-being, locally and elsewhere. Students begin to challenge notions surrounding the concept of work (e.g. paid, volunteer, and household) and understand how circumstances can affect people’s opportunity to participate effectively in workplaces. They analyse a range of workplace issues, and ways in which these can influence productivity and/or working conditions (e.g. child care, sex-based harassment, redundancies, access to training, casualisation of the workforce, the role of unions, and volunteer and unpaid work).

Students explore the significance of work and life issues for Indigenous, migrant, and/or other groups of people, and analyse the connections between income, work, sport and leisure, and family and community life. They investigate the ways in which leisure and consumption are linked to identity, particularly in countries where leisure has become an industry. They analyse the concept of a leisure society in an age that demands greater economic efficiency and longer working hours.

Students consider issues such as drug use, violence, sexism, and racism. They consider the ways in which gender, class inequalities, and ethnicity can affect people’s lives. They share creative ideas for non-material aspects of life that promote well-being and are cost‑neutral and intrinsically rewarding.

The Material World

In this topic students have the opportunity to investigate some aspects of the contemporary material world (e.g. clothing, theme parks, fast food, and the leisure industry). They may consider how their interrelationships with people, society, and the particular culture in which they live are affected by, for example, clothes and jewellery; furniture; artefacts; body products, decorations, and piercings; mobile telephones, radio headsets, and other gadgets; and cars.

Students examine what is meant by a cultural artefact and analyse the ways in which the circulation of cultural artefacts is intimately related to forms of power and hierarchical structures. They also consider how the status of certain material objects allows groups in society to differentiate themselves from others, and the effects of this on the ‘in’ groups and ‘out’ groups.

Students may also examine why the human body has become such an important consideration in contemporary society. They analyse the growth industry associated with the body, including body piercing, tattooing, exercise, cosmetic surgery, diet, and the use of make-up, all of which are designed to remodel the body. They may consider the processes by which the body has become commodified.

They consider strategies to counter peer pressure and ways to include rather than exclude; appreciate diversity across groups; and act ethically to value diversity. They share creative ideas for non-material aspects of life that promote well-being and are cost‑neutral and intrinsically rewarding.

Group 2 Topics: Contemporary Challenges

Social Ethics

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.

Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples

This topic gives students an opportunity to consider, and explore strategies to address, a range of issues and challenges that confront Aboriginal and Torres Strait Islander peoples. Students examine the contradictions that result in the significant gaps in health, education, services, and choices experienced by many Aboriginal and Torres Strait Islander peoples, in comparison with other members of Australian society. Students consider the influence of the achievements of contemporary Aboriginal and Torres Strait Islander peoples in highlighting a range of issues.

Students have opportunities to explore issues concerning social inclusion, equitable service provision, and initiatives developed by Indigenous communities, service providers, and individuals, and consider possible solutions that may close the gaps in health, education, services, and choices, and provide more equitable outcomes for Aboriginal and Torres Strait Islander peoples.

Students explore the concept of self-management and consider the importance of having individuals and communities as key partners in decision-making processes about issues that affect their lives. Students consider the impacts of racism, paternalism, marginalisation, prevailing stereotypes, and current bureaucratic and social policies. They examine the progress made towards the recognition of Indigenous rights in Australia, and analyse the concept of reconciliation.

Students identify and analyse attitudes relevant to their own beliefs and practices and assess strategies to change these if appropriate. Learning from Aboriginal and Torres Strait Islander peoples and/or organisations is particularly relevant to this topic.

Technological Revolutions

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This topic allows students to examine the effects of technologies on society and at the same time to assess the extent to which such technologies are affected by the social context in which they are developed. They consider the ways in which societies choose to use technology, and investigate how technological innovation (e.g. the phenomenon of virtual reality) is considered to be one of the most important forces for cultural change.

Students consider the rise of the Internet as an example of a current technology that has grown into a global phenomenon. Students investigate how the Internet has developed as a technology in response to the new uses that individuals, groups, and societies have found for it. They have opportunities to explore the cultures, customs, rules, and vocabularies that are developing in association with the Internet and other electronic communication systems.

Students question the notion of a surveillance society made possible by the use of sophisticated technologies. They explore the concept of technology as a force for social division and/or cohesion. They propose advice for potential decision-makers (e.g. parents, their school, the elderly, and/or politicians) about safety, threats, or creative opportunities.

People and the Environment

This topic allows students to analyse the positions that people take on the environment and to evaluate social and environmental issues that involve complex ethical judgments. Students consider examples of how negative attitudes (e.g. abuse, apathy, or ignorance) towards the management of natural and built environments relate to economics, quality of life, and ecological sustainability.

Students explore the diversity of understanding and management of the environment by and among groups (e.g. Indigenous societies, farmers’ groups, mining companies, corporations, scientists, environmentalists, and lobby groups), and analyse ways of working for environmental sustainability and social justice, now and in the future.

Students consider the place of negotiation and compromise among personal, group, and community interests. They appraise the roles of individuals and groups in developing feelings of responsibility towards their local community and adopting the position of an environmental watchdog.

Students analyse Australia’s position as a high-consumption society and consider factors that affect the environment (e.g. housing, energy consumption, immigration policy, water supply, food, transport, and technology). They take into account a range of perspectives and act for positive change as appropriate.

Group 3 Topics: Global Issues

Globalisation

In this topic students have the opportunity to explore, analyse, and evaluate recent world‑shaping phenomena. They may examine the development and effects of globalisation in a range of areas.

Students investigate inequitable distributions of power and resources, as well as the roles and impacts of government and non-governmental organisations and local advocacy groups. They consider why and how the practices of economic organisations and players (e.g. governments, banks, and investment managers; pharmaceutical, mining, and insurance corporations; transnational corporations; the European Union; and the World Trade Organization) affect people’s lives. From perspectives of justice, equity, dignity, and environmental sustainability, students have opportunities to analyse the actions of global power brokers and their effects on public opinion.

Students analyse the effects of globalisation on the cultures of various societies, including the ways in which dominant cultures are absorbed, hybridised, resisted, or reshaped. They plan and act to make a positive difference.

A Question of Rights

In this topic students have an opportunity to explore the interrelationships between choice, rights, and responsibilities. They appraise and explore the notion of fundamental human rights for all people in a globalising world. They consider ways in which human rights have evolved and changed, and ways in which the rights of one may work against the rights of others. They explore notions of shared understanding of human rights in different contexts.

Students consider the feelings of those continually marginalised because of particular characteristics (e.g. physical appearance, illness, age, gender, dress, disability, ethnicity, religion, sexuality, political views, lack of access to technology, and lack of employment) and examine the effects of discrimination, marginalisation, paternalism, prevailing stereotypes, and social policies on those who experience disadvantage.

Countries throughout the world share, and are connected by, media images of elections, warfare, and acts of terrorism. In this context, students may examine the interrelationships between social justice, civil responsibility, civil liberties, and the role of the state. They may also explore conflict or tension over rights at a local level (e.g. censorship, police detention, unfair advertising, harassment, bullying, or terrorism).

This topic also gives students opportunities to examine the roles of groups (such as the Australian Human Rights Commission, Link-Up services, and refugee associations) whose ethical aim is to protect human rights. Students consider how they may act to promote human rights.

People and Power

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.

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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.

Assessment Scope and Requirements

All Stage 2 subjects have a school assessment component and an external assessment component.

Schools may either follow the assessment types recommended in this subject outline for the school assessment component, or vary the names and details of either or both of the assessment types.

Stage 2 local programs that vary the school assessment must retain the same number of assessment types and the associated weighting of each assessment type specified in this subject outline.

Schools are required to use the external assessment component specified in this subject outline.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in   
Stage 2 Society and Culture:

School Assessment (70%)

* Assessment Type 1: Folio (50%)
* Assessment Type 2: Interaction (20%)

External Assessment (30%)

* Assessment Type 3: Investigation (30%).

The number and associated weightings of the assessment types for the school assessment component are prescribed.

The names and details of the assessment types for the school assessment component are recommended, and may be varied.

The assessment type and weighting for the external assessment component are prescribed.

For a 10-credit subject, it is recommended that students provide evidence of their learning through four assessments, including the external assessment component. Students undertake:

* two assessments for the folio
* one assessment for the interaction
* one investigation.

For a 20-credit subject, it is recommended that students provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:

* at least three assessments for the folio
* at least two assessments for the interaction
* one investigation.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by:

* teachers to clarify for the student what he or she needs to learn
* teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* knowledge and understanding
* investigation and analysis
* collaboration
* evaluation and communication.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding

The specific features are as follows:

KU1 Knowledge and understanding of different aspects of and issues related to contemporary societies and cultures, in local and global contexts.

KU2 Knowledge and understanding of the nature and causes of social change.

KU3 Understanding of ways in which societies and cultures are connected and interdependent.

Investigation and Analysis

The specific features are as follows:

IA1 Investigation and analysis of different aspects of and issues related to contemporary societies and cultures, in local and global contexts.

IA2 Investigation and analysis of ways in which power structures operate in societies.

Collaboration

The specific features are as follows:

Cl1 Planning and evaluation of collaborative social action related to an inquiry in a chosen topic.

Cl2 Collaborative social action.

Cl3 Individual contribution to group activity.

Evaluation and Communication

The specific features are as follows:

EC1 Evaluation and use of evidence from a range of sources and perspectives, with appropriate acknowledgment of sources.

EC2 Communication of informed ideas about societies and social and cultural issues.

School Assessment

Assessment Type 1: Folio (50%)

For a 10-credit subject, students undertake two assessments for the folio, at least one of which should be an oral activity.

For a 20-credit subject, students undertake at least three assessments for the folio, with at least one assessment for each of the three topics studied.

Students apply the key skills of social inquiry to demonstrate evidence of their subject knowledge, understanding, and skills in a practical way that is relevant to the study of a topic, as directed by the teacher. For any one assessment, students could adapt two or more of the following:

* identifying, evaluating, and using evidence from a range of sources of information, including primary sources
* evaluating examples of evidence that explain the nature and causes of social change
* investigating and analysing the ways in which power structures operate in societies
* understanding the interdependence of societies and cultures, and/or the ways in which some societies/cultures impact on and shape other societies/cultures.

This assessment type may be undertaken by students as individuals, in groups, or as members of a whole class.

A folio assessment should be a maximum of 1500 words if written or a maximum of 7 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* investigation and analysis
* evaluation and communication.

Teachers may also focus on the collaboration criterion in one or more directed activities.

Assessment Type 2: Interaction (20%)

For a 10-credit subject, students undertake one assessment for the interaction: a group activity.

For a 20-credit subject, students undertake at least two assessments for the interaction, at least one of which is a group activity and at least one of which is an oral activity.

Group Activity

For a 10-credit subject students undertake one group activity.

For a 20-credit subject, students undertake at least one group activity. A group activity consists of three equally important parts:

* group inquiry, planning, and evaluation
* collaborative social action
* an evaluation of each student’s contribution.

Group Inquiry, Planning, and Evaluation

Students work in a group to plan and evaluate social action related to an inquiry in a chosen topic. A group should consist of at least two people.

The social action may take many forms, and negotiation with the teacher is necessary.

The following are examples of evaluative questions that students could consider:

* What worked well, including in the social action?
* What would, or how could you, improve the activity next time?

Collaborative evaluation may be demonstrated in, for example, a:

* debriefing session with the class
* shared oral or wiki presentation
* round-table discussion
* written or multimodal report.

Collaborative Social Action

Students undertake informed social action.

Evidence that the social action was undertaken, as well as an evaluation of the process, must be provided. The group’s collaborative social action and evaluation are assessed collectively, with each group member receiving the same result.

Individual Contribution

The contribution of individual students to the group processes, skills, and social action is assessed by the teacher. This assessment is based both on teacher observation and a student-produced evaluation. Teacher observation should be based on aspects of one or more of the following:

* the teacher’s observations or interactions with the group process
* record sheets detailing individual contributions
* debriefing sessions
* other processes that teachers consider will help to convey the contributions made by individual members of the group to the collaborative process.

A student-produced evaluation should be a maximum of 600 words if written or a maximum of 4 minutes for an oral presentation, or the equivalent in multimodal form.

Evidence of the individual contribution of group members must be provided.

Oral Activity

For a 20-credit subject, students undertake at least one oral activity in which they convey their knowledge, understanding, analysis, and evaluation of complex ideas and information relevant to a contemporary social or cultural issue related to a chosen topic. The oral activity must have a stated purpose for a defined audience. It may take the form of, for example, a role play, a debate, a discussion, a lecture, a forum, or an oral component of a visual or multimedia presentation.

The oral activity should be a maximum of 5 minutes. Each student’s oral activity should be recorded or otherwise clearly documented, and may be supported by evidence such as notes or cue cards.

For this assessment type in a 10-credit subject, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* collaboration
* evaluation and communication.

For this assessment type in a 20-credit subject, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* collaboration
* evaluation and communication.

External Assessment

Assessment Type 3: Investigation (30%)

For both a 10-credit subject and a 20-credit subject, students undertake one independent, focused investigation of a negotiated contemporary social or cultural issue in a local and/or global context and present their findings in a written report.

The written report should be a maximum of 1000 words for a 10-credit subject and a maximum of 2000 words for a 20-credit subject. Students must acknowledge sources appropriately.

The negotiated contemporary social or cultural issue may be derived from a topic in this subject outline or may be linked to a student’s personal interest. It is essential that the issue or topic has a clearly defined focus on an aspect of or issue related to a contemporary society or culture.

Students are encouraged to identify and analyse primary, as well as secondary, sources of information in gathering evidence about the issue.

To help in the verification of their work, students should keep a folio of support materials and documents that outline the processes of preliminary data collection. The folio is not submitted for assessment.

Students may use or adapt the following format to guide their learning.

Introduction

This may include:

* a hypothesis and/or guiding question(s)
* a definition of the contemporary social or cultural issue
* a reason for the choice of issue, indicating an appreciation of its significance
* the overall aim of the investigation
* proposed methods.

Body

This comprises the analysis and synthesis, including, for example:

* a brief background to the issue
* an analysis of primary and secondary sources, identifying reasons for particular viewpoints
* a synthesis, drawing together the main arguments into a summary of the findings.

Conclusion

This comprises comments on the significance of the main findings, such as:

* an evaluation of the extent to which the findings support, or fail to support, the hypothesis and/or guiding question(s), and reasons why
* an evaluation and explanation of trends
* recognition of the limitations of the investigation
* unexpected, surprising, or frustrating findings and/or other reflections on the learning
* suggestions of possible future trends and/or social action.

The following specific features of the assessment design criteria for this subject are assessed in the investigation:

* knowledge and understanding — KU1, KU2, and KU3
* investigation and analysis — IA1
* evaluation and communication — EC1 and EC2.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* assigning a grade between A and E for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A and E.

Performance Standards for Stage 2 Society and Culture

| - | Knowledge and Understanding | Investigation and Analysis | Collaboration | Evaluation and Communication |
| --- | --- | --- | --- | --- |
| A | In-depth knowledge and perceptive understanding of a range of aspects of and issues related to contemporary societies and cultures, in local and global contexts.  In-depth knowledge and understanding of the nature and causes of social change.  Perceptive understanding of a variety of ways in which societies and cultures are connected and interdependent. | Focused investigation and insightful analysis of a range of aspects and issues related to contemporary societies and cultures, in local and global contexts.  Focused investigation and well-informed and critical analysis of ways in which power structures operate in societies. | Productive and inclusive planning and evaluation of collaborative social action related to an inquiry in a chosen topic.  Insightful and well-informed collaborative social action.  Constructive and well-focused individual contribution to group activities. | Insightful and focused evaluation and use of evidence from a range of sources and perspectives, with appropriate acknowledgment of sources.  Incisive and coherent communication of informed ideas about societies and social and cultural issues. |
| B | Some depth in knowledge and well-informed understanding of a range of aspects of and issues related to contemporary societies and cultures, in local and global contexts.  Some depth in knowledge and understanding of the nature and causes of social change.  Well-considered understanding of a variety of ways in which societies and cultures are connected and interdependent. | Well-organised investigation and well-considered analysis of a range of aspects and issues related to contemporary societies and cultures, in local and global contexts.  Well-organised investigation and informed and critical analysis of ways in which power structures operate in societies. | Productive planning and evaluation of collaborative social action related to an inquiry in a chosen topic.  Well-organised and informed collaborative social action.  Considered and active individual contribution to group activities. | Well-considered and informed evaluation and use of evidence from a range of sources and perspectives, with appropriate acknowledgment of sources.  Thoughtful and clear communication of informed ideas about societies and social and cultural issues. |
| C | Some detailed knowledge and informed understanding of different aspects of and issues related to contemporary societies and cultures, in local and global contexts.  Some detailed knowledge and understanding of the nature and causes of social change.  Considered understanding of some of the ways in which societies and cultures are connected and interdependent. | Generally organised investigation and considered analysis of different aspects of and issues related to contemporary societies and cultures, in local and global contexts.  Generally organised investigation and informed analysis of one or more ways in which power structures operate in societies. | Competent planning and evaluation of collaborative social action related to an inquiry in a chosen topic.  Generally organised and informed collaborative social action.  Appropriate individual contribution to group activities. | Evaluation and use of evidence from a range of sources and perspectives, with mostly appropriate acknowledgment of sources.  Competent communication of informed ideas about societies and social and/or cultural issues. |
| D | Identification and awareness of some aspects of and/or issues related to contemporary societies and cultures, in local and/or global contexts.  Some recognition and awareness of the causes of social change.  Identification and awareness of some of the ways in which societies and cultures are connected. | Partial investigation and description of some aspects of and/or issues related to contemporary societies or cultures, in local and global contexts.  Basic investigation and description of one of the ways in which power structures operate in societies. | Superficial contribution to planning and evaluation of collaborative social action related to an inquiry in a chosen topic.  Attempted engagement in collaborative social action.  Superficial individual contribution to group activities. | Superficial and limited use of evidence from easily accessible sources, with limited perspectives, and inconsistent acknowledgment of sources.  Communication of basic ideas about one or more social and/or cultural issues. |
| E | Some awareness of one or more aspects of or issues related to a contemporary society or culture, in a local or global context.  Limited awareness of any causes of social change.  Emerging awareness of one or more ways in which societies and cultures are connected. | Attempted investigation and brief description of an aspect of a contemporary society or culture, in a local or global context.  Emerging awareness of one of the ways in which power structures operate in societies. | Attempted contribution to planning and evaluation of collaborative social action related to an inquiry in a chosen topic.  Limited engagement in collaborative social action.  Limited individual contribution to group activities. | Attempted use of evidence from one or more easily accessible sources, with limited acknowledgment of sources.  Attempted communication about one or more social and/or cultural issues. |

Assessment Integrity

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The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).