Revision – Society and culture

**Teacher note** – in the following activity, students will choose 4-5 ‘big ideas’ that they would write about in response to certain HSC or trial essay questions. Questions have been provided for the core topic of Social and Cultural Continuity and Change and the options that are assessed via essays.

# Aim

The aim of Society and Culture Stage 6 is for students to achieve social and cultural literacy by developing their knowledge and understanding about societies and cultures, developing their social and cultural research skills, and promoting positive values and attitudes essential to achieving social and cultural literacy.

## Objectives

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

* knowledge and understanding about:
  + social and cultural concepts and their application
  + personal, social and cultural identity and interactions within societies and cultures
  + how personal experience and public knowledge interact to develop social and cultural literacy
  + continuity and change, personal and social futures
  + social and cultural research methods
* skills to:
  + apply ethical social and cultural research to investigate and analyse information from a variety of sources
  + communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts
* informed and responsible values and attitudes towards:
  + a just society
  + intercultural understanding
  + informed and active citizenship
  + ethical research practices
  + lifelong learning.

## Outcomes

A student:

* **H1** evaluates and effectively applies social and cultural concepts
* **H2** explains the development of personal, social and cultural identity
* **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 and cultural literacy
* **H5** analyses continuity and change and their influence on personal and social futures
* **H6** evaluates social and cultural research methods for appropriateness to specific research tasks
* **H7** selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
* **H8** uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
* **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.

Outcomes referred to in this document are from [Society and Culture Stage 6 Syllabus 2013](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture)© NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

# Core – Social and cultural continuity and change

Complete a summary of 4-5 ‘big ideas’ or paragraphs that you would write about in an essay for this question.

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| Question | 4-5 ‘big ideas’ to write about |
| With reference to a country you have studied assess the role of power and authority in maintaining continuity and/or change. |  |
| With reference to a country you have studied assess the role of technology and globalisation in maintaining continuity and/or change. |  |
| Assess the importance of continuity to society and culture. |  |
| Assess the importance of change to society and culture. |  |
| Identify either a continuity or change in a country you have studied. Identify the positive and negative aspects of the continuity or change. Assess whether the continuity or change is necessarily progress. |  |
| Explain how cooperation or conflict have influenced continuity or change in a country you have studied. |  |
| Explain how ONE social theory you have studied can be applied to a country you have studied. |  |
| Predict the future directions of a country you have studied. Use a social theory for change to justify your response. |  |
| Discuss the effects of change on a country you have studied. You must refer to ONE of the following in your response:   * Evolutionary change * Transformative change * Resistance to change. |  |
| Assess the impact of the impact of modernisation on social and cultural continuity and change of a country you have studied. |  |
| Assess the impact of the impact of westernisation on social and cultural continuity and change of a country you have studied. |  |
| Discuss the effects of change on a country you have studied. Assess Which groups benefit from change, and which do not? |  |
| Assess how has access to technologies impacted on the rate and direction of change in a country you have studied. |  |
| Assess the appropriateness of social theory in explaining continuity and change for the selected country. Choose from the following list of theories.   * conflict * evolutionary * functionalist * interactionist. |  |
| Evaluate the impact and implications for the aspect of the country studied of:   * likely changes * probable continuities |  |

* Complete an essay for the following question: ‘Evaluate the effectiveness of a social theory you have studied in explaining social and cultural continuity and change in a country you have studied. Refer to one of the following in your response:
  + beliefs, values, and lifestyles
  + education
  + family life and population changes
  + gender roles and the status of men and women
  + the legal system and political processes.
* Use a [C-3-B4-Me](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549#.YOe6XNzPYaU.link) feedback strategy to gain advice on how to improve the essay from 3 of your peers before emailing to your teacher. Feedback should be based on whether the essay:
  + presents a logical, cohesive, and sustained argument
  + integrates relevant examples and social and cultural concepts
  + demonstrates extensive knowledge of the chosen social theory
  + makes clear judgement(s).

# Depth study – Popular culture

Complete a summary of 4-5 ‘big ideas’ or paragraphs that you would write about in an essay for this question. Please note, only 2 depth studies are studied for HSC Society and Culture, so only 2 of the ‘depth study’ sections should be completed.

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| Question | 4-5 ‘big ideas’ to write about |
| Outline the distinguishing characteristics of popular culture and justify why your chosen study is considered a popular culture. |  |
| Assess what makes something popular enough to generate a global following. |  |
| With reference to a popular culture, you have studied outline examples of commercial products and justify how these products have assisted with the growth of the popular culture. |  |
| Discuss, is it possible to bypass any one stage of development to result in a global acceptance of the popular culture? |  |
| Outline factors that allow consumers widespread access to popular culture. Asses the positives and negatives of a lack of access to popular culture. |  |
| Outline how a popular culture you have studied has changed over time. Assess the successfulness of these changes to maintining popularity and acceptance. |  |
| Explain how consumers control popular culture. Use examples from a popular culture you have studied. |  |
| Identify key stakeholders associated with a popular culture you have studied. Assess their role in controlling the nature of the popular culture. |  |
| Identify a popular culture you have studied and assess how its acceptance or rejection has changed the nature of the popular culture. |  |
| Assess the role of mythology in the creation and perpetuation of a popular culture you have studied. |  |
| Assess how official and unofficial censorship has impacted on the nature and extent of a popular culture you have studied. |  |
| Assess how a popular culture you have studied constructs or deconstructs gender. Outline how this has influenced acceptance and rejection of the popular culture. |  |

* Complete an essay for the following question: ‘Evaluate the positive and negative impact of popular culture on wider society. With reference to a popular culture, you have studied outline ways in which the popular culture has contributed to social change.’
* Use a [C-3-B4-Me](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549#.YOe6XNzPYaU.link) feedback strategy to gain advice on how to improve the essay from 3 of your peers before emailing to your teacher. Feedback should be based on whether the essay:
  + presents a logical, cohesive, and sustained argument
  + integrates relevant examples from a popular culture and uses appropriate social and cultural concepts
  + demonstrates extensive knowledge of popular culture
  + makes clear judgement(s).

# Depth study – Belief systems and ideologies

Complete a summary of 4-5 ‘big ideas’ or paragraphs that you would write about in an essay for this question. Please note, only 2 depth studies are studied for HSC Society and Culture, so only 2 of the ‘depth studies’ sections should be completed.

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| Question | 4-5 ‘big ideas’ to write about |
| Discuss the similarities and differences between belief systems and ideologies. |  |
| Assess how belief systems and ideologies express values and beliefs and ways of perceiving the world at the micro, meso and macro levels. |  |
| Assess the effect of changing gender roles on one belief system. |  |
| Outline the nature and role of hierarchy and internal power structure of within a belief system or ideology you have studied. Assess how this has shaped acceptance and rejection of the belief system or ideology. |  |
| Evaluate the effectiveness of legal and non-legal responses to the barriers to achieving an international response to global environmental protection. |  |
| Evaluate the effectiveness of technology in increasing the nature and extent of adherents associated with a belief system or ideology you have studied. |  |
| Assess the importance of places, texts, symbols and rituals to the identity of a belief system you have studied. |  |
| Assess the impact of dissent on the internal structure of one belief system or ideology. |  |
| Evaluate the impact of acceptance or rejection of a belief system or ideology at the micro, meso and macro levels. |  |
| Predict probable future directions for a belief system or ideology you have studied. |  |
| Analyse the relationship of a belief system or ideology you have studied to peace and conflict in the world. |  |

* Complete an essay for the following question: ‘Explain how the beliefs and values expressed in a belief system or ideology can impact on personal and collective identity.’
* Use a [C-3-B4-Me](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549#.YOe6XNzPYaU.link) feedback strategy to gain advice on how to improve the essay from 3 of your peers before emailing to your teacher. Feedback should be based on whether the essay:
  + presents a logical, cohesive, and sustained argument
  + integrates relevant examples from belief system or ideology
  + demonstrates extensive knowledge of the belief system or ideology
  + makes clear relationships between beliefs, values and identify.

# Depth study – Social inclusion and exclusion

Complete a summary of 4-5 ‘big ideas’ or paragraphs that you would write about in an essay for this question. Please note, only 2 depth studies are studied for HSC Society and Culture, so only 2 of the ‘depth study’ sections should be completed.

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| Question | 4-5 ‘big ideas’ to write about |
| Assess the impact of lack of access to technologies, including communication technologies on individuals or groups in society. |  |
| Explain the importance of social inclusion. Refer to a group in society you have studied. |  |
| Evaluate the role of prejudice and discrimination in social exclusion within Australia at the micro, meso and macro levels. |  |
| Explain why access to socially valued resources is important to achieving social inclusion. |  |
| Assess the significance of both housing and employment for the inclusion of one group in one country you have studied. |  |
| Assess the significance of both education and technologies for the inclusion of one group in one country you have studied. |  |
| To what extent does access to education and technology influence social mobility for one group you have studied. |  |
| Identify a social inclusion program you have studied. Evaluate the effectiveness of this program in minimising social exclusion. |  |
| Discuss the statement ‘social exclusion has not place in our future.’ |  |
| Assess strategies that would minimise social exclusion for a group or society you have studied. |  |

* Complete an essay for the following question: ‘Evaluate the effectiveness of social inclusion programs in a group or society you have studied.’
* Use a [C-3-B4-Me](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549#.YOe6XNzPYaU.link) feedback strategy to gain advice on how to improve the essay from 3 of your peers before emailing to your teacher. Feedback should be based on whether the essay:
  + presents a logical, cohesive and sustained argument
  + integrates relevant examples from society studied
  + demonstrates extensive knowledge of the topic social inclusion and exclusion
  + makes clear judgement(s).

# Depth study – Social conformity and nonconformity

Complete a summary of 4-5 ‘big ideas’ or paragraphs that you would write about in an essay for this question. Please note, only 2 depth studies are studied for HSC Society and Culture, so only 2 of the ‘depth study’ sections should be completed.

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| Question | 4-5 ‘big ideas’ to write about |
| Assess the role of media and family on conformity and obedience in individuals. |  |
| Evaluate the effectiveness of media in the formation of individual attitudes. |  |
| How does deindividuation influence a person’s behaviour? Assess the impact deindividuation has on identity. |  |
| Evaluate the the ways the ideologies, values and behaviours of a subcultural group currently perceived as not conforming to the wider society may influence others and lead to social change. |  |
| Evaluate the role of status, authority, power, privilege and responsibility within a group you have studied. |  |
| Evaluate how the concepts of cohesion and community operate to define the group’s identity. |  |
| Identify a group you have studied. Evaluate the impact of attitudes of the group to nonconformity and the role of sanctions within the group to the individual. |  |
| Assess the role of compliance in achieving justice for indigenous people globally. |  |
| Predict how a subcultural group you have studied may interact with and influence society in the near future. |  |

* Complete an essay for the following question: ‘Assess the impact of authority on the historical and social development of ONE group.’
* Use a [C-3-B4-Me](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549#.YOe6XNzPYaU.link) feedback strategy to gain advice on how to improve the essay from 3 of your peers before emailing to your teacher. Feedback should be based on whether the essay:
  + presents a logical, cohesive, and sustained argument
  + integrates relevant social and cultural concepts

demonstrates extensive knowledge of the topic.