Award of the Higher School Certificate

To be eligible for the award of the **Higher School Certificate**, students must:

a) have gained the School Certificate or such other qualifications as the Board of Studies considers satisfactory.

b) have attended a government school, an accredited non-government school, a school outside New South Wales recognized by the Board or a college of TAFE.

c) have satisfactorily completed courses which comprise the pattern of study required by the Board for the award of the Higher School Certificate.

d) sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Your attention is drawn to sections (c) and (d) in particular.

**Satisfactory Completion of a Course**

The Principal has to certify you have completed course requirements.

(i) To complete a course satisfactorily you must

- fulfill all requirements of the syllabus, e.g. assignments, practical work, participation in class.
- this includes the minimum requirement that a student makes a genuine attempt at assessment tasks worth more than 50% of the available marks for that course.

(ii) You will be considered to have satisfactorily completed a course if, in the principal’s view, there is sufficient evidence that you have:

- followed the course development or endorsed by the Board; and
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the outcomes.

(iii) If the Principal determines that the above course criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then deem that the student has not met the requirements for the course.

(iv) You have the right to appeal to the school and then the Board against the Principal’s determination. The Principal will advise you of this right and explain the appeal process.

(v) Where it is determined that you have not satisfactorily completed a course, you will receive no results in that course. Until you receive results in 12 Preliminary units and 10 HSC units you will not be eligible for the award of the Higher School Certificate.

Your teachers may determine that, as a result of absence, you are not satisfactorily completing the course work. Clearly, absences will be regarded seriously by the Principal. If your attendance and thus your ability to complete course-work is called into question you will be given the opportunity to complete work to “catch up” and prove to the Principal’s satisfaction that you have met the course completion criteria.

It is a matter for your teacher’s professional judgment as to whether you have **made a genuine attempt to:**

- complete course requirements
- complete competency based modules
- complete examinations as required.

**Assessment Tasks**

An Assessment Task is work given to you to enable your teacher to assess your achievement of syllabus objectives and outcomes. It is also contributes marks towards your final school Assessment Mark which will be submitted to the Board of Studies.

Any type of task normally given to students throughout their course-work may be used as an Assessment Task, for example, essays, assignments, tests, seminars, oral presentations, experiments, laboratory reports, practical work.

Assessment Tasks are not intended to be special or different in any way from other work that can reasonably be set by the teacher as part of the course-work. The choice of task type depends on the components to be assessed.

Assessment Tasks may be given in class time or issued to student to do at home.
Whilst every piece of work given is important and needs to be completed in order to satisfy Higher School Certificate requirements, not every piece of work set is included in the Assessment Program. Students are informed which pieces are included. Other set work is designed to:

- prepare students for the Assessments Task to follow,
- develop skills and knowledge
- provide feedback, and
- develop examination techniques.

The Assessment Mark for each course is intended to reflect each individual student’s achievements throughout the course. It is, therefore, essential that all Assessment Tasks submitted are the sole work of each student. The understanding and valuing of ethical practices when locating and using information as part of their HSC studies are outlined in All My Own Work.

Absence from an Assessment Task
It is the student’s responsibility to undertake a similar test or task if he or she misses an Assessment task. This should be arranged as soon as possible. An application to attempt the task, missed due to absence should be made in writing to the Head Teacher or Course Coordinator the first day of return school. You will need to complete a ‘Task Missed Due to Absence’ form and arrange to complete the task with the class Teacher. If, a valid reason for the absence is provided, the teacher will consult with the Head Teacher or Course Coordinator before deciding whether the student should perform the missed task or be given an alternative task.

No valid reason for an absence will result in the task being recorded as a non-attempt

Estimates
The Principal may authorize that an estimate be given for a task which has not been performed due to a valid absence. This applies only in exceptional circumstances and only if giving a substitute task for the student would be reasonable, difficult to arrange or not feasible.

Non-Completion of Assessment Tasks
Students must attempt all the Assessment Tasks set out in the Assessment Programs of each course studied. In the case of a non-attempt a student will be given:

- it will be recorded in the Assessment Records of the course as a non-attempt
- students must complete the Assessment Task on first day back to school
- a mark of 0 will be awarded for the completed Assessment Task (unless a Medical Certificate has been supplied)
- a warning letter will be sent home.

Non-Genuine Attempt of Assessment Tasks
A non-genuine attempt is a piece of work produced with little or no thought or effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is a piece of work which meets the requirement of the Task set and which has been done to the best of the student’s ability.

If a non-genuine attempt is submitted:

- it will be marked and recorded in the Assessment Records of the course as a non-genuine attempt.
- a warning letter will be sent home.

Parents will be notified of the non-genuine attempt and sent a photocopy of the submitted Assessment Task by the Head Teacher of the subject involved for re-submission at a scheduled date (note: the original mark will still be recorded).

The Assessment Period
Assessments may be conducted from the beginning of the HSC year, i.e. immediately following the Preliminary course examinations up to, and including, the Trial Higher School Certificate Examination. Extension courses may be assessed from the commencement of the following year.

Assessment tasks are not to be scheduled during the week preceding block examinations periods.
No Assessment Tasks will be scheduled during the week immediately preceding block examinations periods.
No Assessment Tasks will be scheduled after the Trial Preliminary Certificate Examination excluding VET courses and some TVET courses.
Assessment of Courses
The courses you are studying will be either Board-Developed courses or Board Endorsed Courses. The difference between these courses is explained in your HSC Course Selection Handbook. There will be assessment tasks for all subjects you are studying.

* The Board requires all students to follow an Assessment Program and have an Assessment submitted irrespective of the number of units in which they may be enrolled.
* The Board expects students to undertake all Assessment Tasks.

There is a very important difference between assessments for Board Developed Courses and Board Endorsed Courses:

* Board Endorsed Studies courses do not have a HSC examination. Only the school unmoderated Assessment Marks are recorded on the Higher School Certificate Record of Achievement.
* Students studying Joint Secondary Schools/TAFE courses are assessed by the TAFE College.

The school can only assess actual student performance, not potential performance. This means the final overall Assessment Mark cannot be modified to take into account possible effects of illness or domestic situations. In every case the assessment mark will be a measure of what the students have actually achieved, not what they might have achieved in more fortunate circumstances.

The school maintains records of the marks awarded for the components of each Task.

You need to be familiar with the Assessment requirements of each course you take.

Notification of Assessment Tasks
Notification of Assessment task may include the following, where appropriate:

* Outcomes: a statement of the outcomes which relate directly to the components being assessed.
* The Task: A clear and unambiguous description of the task
* Materials and resources: you may be made aware of how and where you can obtain the resources you require.
* Presentation: Guidelines may indicate what is expected and acceptable.
* Breakdown of how marks will be awarded.

Full details about Assessment Tasks to be completed outside the classroom will be given on the HSC Assessment Task Cover Sheet issued to you at the time of notification. You will be given a minimum of two weeks to complete each Task. You may be given longer, depending on the nature of the Task.

The HSC Assessment Task Cover Sheet will be attached to the front of the Task when it is submitted.

For Assessment Tasks which are to be completed in class time, you will be given at least two weeks advance warning in writing and provided with important information about the Task.

Teachers may set an Assessment Task in advance of a holiday period with a due date after that holiday period, giving you the opportunity to work on it during the holidays, if you so wish. Adequate in -term time will be allowed for the satisfactory completion of the task without intrusion into holiday time.

You should not hesitate to advise your class teacher when clashes of Assessment Task dates occur, i.e. where the due or set dates of a number of Assessment Tasks in different courses coincide. Following discussion, the Head Teacher of the Faculty concerned, may choose to alter the date of the task.

If you are absent on the day that a Task is set, it is your responsibility to make sure that you see your class teacher to obtain the necessary information. Your teacher will also endeavour to notify you of any Task set in your absence.

You are not entitled to any automatic extension of time because of absence. If you feel you need an extension you may submit an ‘Application for Extension’ form to the Head Teacher for consideration.

Assessment Tasks Performed in Class
Where Assessment Tasks are performed in class time, e.g. tests, practical activities, examination conditions will prevail.

Submission of Assessment Tasks
It is your responsibility to submit each Assessment Task to your teacher on the due date.
Ensure your teacher signs the receipt section of the ‘Assessment Task Cover Sheet’ and returns the tear-off section. This provides evidence that Assessment Task was handed in should the Task be misplaced.

You may submit your task either during class time or any time up to the end of that school day without penalty.

Should your class teacher be absent on the due date of an Assessment Task, then submit the task to the first person available on the following list:

* Head Teacher of the Faculty concerned
* Deputy Principal
* a teacher in the same faculty
* the school administration staff in the office

The receipt section of the HSC Assessment Task Cover Sheet must be completed and signed as normal and the student must retain the tear-off section.

Under no circumstances should any Assessment Task ever be left in a classroom or staff room under the assumption that the teacher will find it later.

**Late Submission of Assessment Task or Task Missed Due to Absence**

Assessment Tasks must be submitted by the due date or performed in class on the date specified. If you fail to submit or perform an Assessment Task when required, without adequate explanation, you will be awarded zero marks for that Task, and this will count towards your final assessment grade. Parents will be informed in writing.

If your non-submission was because of absence, on the first day you return to school you will present the assessment task (whether complete or incomplete) to your teacher, or if you have missed an in-class task you will be required to do it as soon after your return to school as practicable.

In either case, the teacher will mark the task but record zero in the assessment mark book. Students must complete a Task Missed due to Absence’ form and submit it, completed to the Deputy Principal for consideration by the review panel within two days of returning to school. The marks for these tasks will replace the zero recorded in the mark book only if the reason(s) provided in the ‘Task Missed due to Absence’ form have been accepted and approved the review panel.

**Extensions**

If students feel that they need to request an extension of time in which to complete a Task, they must complete an ‘Application for Extension’ Form from your classroom teacher and submit it, completed to the Deputy Principal for consideration by the review panel a minimum of two days in advance of the due date. Should an extension not be granted, the incomplete Assessment Task must be submitted on the due date.

Grounds for an extension may include other school commitments on the Task date such as a sporting commitment; absence on the date the Task was notified; absence during the time when the class was prepared for the Task.

Unless prior arrangements have been made with the Deputy Principal or extenuating circumstances accepted by the review panel, the late submission of an Assessment Task will result in zero marks being recorded for that Task.

**Failure to Complete**

If it appears that you are at risk of not meeting the Assessment requirements in a course, a warning will be given. The Principal, through the Head Teacher and classroom teacher will:

(a) advise you, in writing, in time for the problem to be corrected and alert the student to the possible consequences of an “N” determination
(b) advise your parent or guardian in writing
(c) request from your parent a written acknowledgement of the warning
(d) issue at least one follow-up warning letter
(e) retain a copy of the warning notice and other relevant documentation

If you fail to complete or submit for marking, Assessment Tasks with mark values totaling more than 50% of the final assessment Mark in a course, then the school must certify that you have not met the course satisfactorily. This will result in the course not appearing on the Higher School Certificate Record of Achievement, either as an Examination Mark or an Assessment Mark. This may mean that you are no longer eligible for the award of a Higher School Certificate, which is conditional upon your having satisfactorily studied a minimum of 10-units of HSC courses.
Malpractice, Copying and Plagiarism

Zero marks will generally be awarded to any students who, in working through an Assessment Task:

- cheat
- attempt to cheat
- assist others to cheat
- submit any work that is not their own
- distract other students from their work during an Assessment Task
- disrupt the Assessment Task in any way

Under no circumstances may a student take into in-class Assessment Tasks or examinations, any notes, papers or documents which could reasonably be considered as material to assist him/her complete the Task or examination (unless required as part of the Task). Malpractice is deemed to have occurred whether or not the student actually used the material in his/her responses.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Deputy Principal. Consideration of extenuating circumstances may result in some marks being awarded.

Any appeal against such a decision must be made by the student, in writing, to the Deputy Principal, within twenty-four hours of the decision being taken.

Students are expected not to plagiarise, copy or in any way cheat. Plagiarism involves copying large sections from a book, internet or other resources, without acknowledging the author. If in any doubt about how to acknowledge information, ideas or the actual words taken from a book, internet or other resources, see your class teacher. In cases where a submitted Assessment is not all the student’s own work, the Head Teacher may decide to deduct marks or you may be given a ‘non attempt’

The understanding and valuing of ethical practices when locating and using information as part of their HSC studies are outlined in the Department of Education & Training program ‘All My Own Work’ undertaken by all HSC students.

Within-Faculty Review of Assessment Marks or Ranking

Each student has the right to ask the class teacher why a particular mark was awarded for a specific Assessment Task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted. Work will only be reviewed if the request is made at the time that the work is returned and not after it has been taken from the classroom. The Head Teacher’s decision is final.

After receipt of a School Report, a student may ask the class teacher why a particular ranking was given if it is believed to be inconsistent with the marks that have been awarded for Assessment Tasks completed in that course. The Head Teacher may be consulted if the student is dissatisfied with the class teacher’s response. The Head Teacher’s decision is final.

Where the class teacher is the Head Teacher, the student has no further avenue for review.

Changes to Assessment Programs

Under certain circumstances, Head Teachers may find it necessary to vary their Assessment Programs. If this should occur, students will be informed in writing.

If a Task is given and is found to be non-discriminating, it will not be discarded. If an additional Task is to be given the students will be informed in writing. The marks from both Tasks must then be averaged and recorded as the marks awarded for the originally scheduled Task.

Reporting of Assessment Progress

The school awards marks for each Assessment Task completed. These marks may be statistically adjusted. Class teachers also provide oral and/or written feedback to student on their performance.

Assessment progress is reported to parents, on the School Report, as a rank within the group of students studying a particular course. This rank indicates how the student is performing compared to the other students taking the same course and is based on the student’s cumulative Assessment Marks.
Assessment Marks are NOT included on the School Report; nor are students informed of their final Assessment Marks at the end of the HSC Year.

After the last Higher School Certificate examination has been held for this school, students are given their final Assessment ranking for each course studied on request. This remains the same regardless of examination performance.

Review of Final Assessment Ranking
Following the final paper of the Higher School Certificate examination, each student may be given a statement of his/her Assessment ranking in each course studied on request. Should any ranking differ from that expected, based upon previous information, a Review of the ranking may be requested by the student.

The way that the marks, which determined the Assessment ranking, were awarded by the class teacher for individual Assessment Tasks may not form any part of the Review.

The Review is carried out by the school, which must establish whether:

- the weightings specified by the school in its Assessment Programs conform with the Board of Studies’ requirements as detailed in the Subject Manuals
- the procedures used by the school for determining the final Assessment Mark conform with its stated Assessment Program (in particular, the weightings used for the various Assessment Tasks should be consistent with those specified in the Assessment Program)
- there are no computational or other clerical errors in the determination of the Assessment Mark.

The Review Panel in the school comprises the Principal, the Deputy Principal, the Year 12 Student Adviser, the Head Teacher of the subject involved and the Head of the Intensive English Centre.

Provided that the school is satisfied that these conditions have been met, no change to the Assessment will be made.

Any student who is dissatisfied with the school’s decision may appeal directly to the Board of Studies.

Other Circumstances
Where circumstances arise in the administration of Higher School Certificate Assessment that are not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.
**ASSESSMENT TASK COVER SHEET**

<table>
<thead>
<tr>
<th>Course Name:</th>
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<td>Student Name:</td>
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**Assessment Task**

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<th>Number:</th>
<th>Title:</th>
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<tr>
<td>Component/s</td>
<td>Weighting/s - %:</td>
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<th>Due Date:</th>
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<tr>
<td>Date handed in:</td>
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<tr>
<td>Extension granted:</td>
<td>If YES - new Due Date</td>
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<td>YES/NO</td>
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| Student signature: |  |

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**Complete and Detach this section when you hand in your assignment.**

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**ASSESSMENT COVER SHEET RECEIPT**

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<th>Course Name:</th>
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<td>Assessment No:</td>
<td>Title:</td>
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<td>Due Date:</td>
<td>Handed In:</td>
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<td>Teacher Signature:</td>
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TASK MISSED DUE TO ABSENCE

This form must be handed to your classroom teacher the day you return to school.

Course Name: 
Student Name: 

Assessment Task

Number: 
Title: 

Component/s 
Weighting/s - %:

Due Date: 
Today’s date: 
Date/s of Absence: 
Reason for Absence: 

Student signature: 
Parent signature:

Note: Appropriate evidence must accompany this application (e.g. Doctors Certificate)

TASK MISSED DUE TO ABSENCE RECEIPT

Course Name: 
Student Name: 

Assessment No: 
Title: 

Granted: YES/NO 
Refused: YES/NO

New date: 
Reason for refusal:

Head Teacher Signature: 
Deputy Signature:
# APPLICATION FOR EXTENSION

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<td>Reason for Extension:</td>
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**EXTENSION APPLICATION RECEIPT**

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Society and Culture Syllabus

Preliminary: The Social and Cultural World

(20% of course time)

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

Outcomes

A student:

P1 describes the interaction between persons, societies, cultures and environments across time
P3 describes cultural diversity and commonality within societies and cultures
P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society
P6 differentiates between, and applies, the methodologies of social and cultural research
P7 applies appropriate language and concepts associated with society and culture
P10 communicates information, ideas and issues using appropriate written, oral and graphic forms.

Content

Students learn about:

Concepts

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

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

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

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

The Social and Cultural World

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

A cross-cultural study that compares Australia with an overseas culture in relation to:
- family
- roles and status
- conflict, cooperation and decision-making
- gender
- communication
- power, authority and influence

Social and Cultural Research

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

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

Students learn to:

- apply the fundamental concepts to TWO social situations, for example:
  - the school
  - family
  - a selection from the media
  - a group of which the student is a member
- describe the stages in the process of social and cultural research
- distinguish between the advantages and disadvantages of qualitative and quantitative research methodologies for a particular research topic
- apply the methodology of case study to ONE of the aspects listed during their cross-cultural study
- distinguish between the micro world and the macro world.
Preliminary: Personal and Social Identity
(40% of course time)
The focus of this study is the process of socialisation, and the development and coming of age of individuals in a variety of social and cultural settings.

Outcomes
A student:
P2 identifies and describes relationships within and between social and cultural groups
P3 describes cultural diversity and commonality within societies and cultures
P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society
P6 differentiates between, and applies, the methodologies of social and cultural research
P8 selects, organises and considers information and sources for usefulness, validity and bias
P9 plans an investigation and analyses information from a variety of perspectives and sources
P10 communicates information, ideas and issues using appropriate written, oral and graphic forms
P11 works independently and in groups to achieve appropriate goals in set timelines.

Content
Students learn about:
Concepts
The fundamental concepts of society, culture, persons, environment, time and the concepts of power, authority, gender and technology are to be integrated across Personal and Social Identity.
The key concepts to be integrated across Personal and Social Identity are:

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

Identity and Socialisation
How individuals develop identity and a sense of self through:
- the processes of socialisation
- the development of personality, identity and the social self
- understanding the ‘nature versus nurture’ debate
- the role of family and kinship
- the role of class and status

Growing Up
Factors that influence the understanding of growth and maturity:
• physical, cognitive, moral, emotional and social development
• theoretical understanding of physical and social self through an overview and critique of the theories of Maslow, Piaget, Kohlberg, Erikson
• the concept of ‘adolescence’ and its validity for different cultures
• ‘adolescence’ as a social construct
• identifying socialisation by studying the influence of:
  – family
  – peers
  – media
  – beliefs
  – school
  – culture
  – class
  – location

Coming of Age
The process of coming of age as it relates to:
• life-stages
• rites of passage
• changing rights and responsibilities
• power and authority
• gender
• sexuality
• ethnicity

Cross-cultural Comparison
Comparing the student’s own cultural group with a distinctly different cultural group within Australia.

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

(40% of course time)

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

Outcomes

A student:

P1 describes the interaction between persons, societies, cultures and environments across time

P2 identifies and describes relationships within and between social and cultural groups

P3 describes cultural diversity and commonality within societies and cultures

P4 explains continuity and change, and their implications for societies and cultures

P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society

P6 differentiates between, and applies, the methodologies of social and cultural research

P8 selects, organises and considers information and sources for usefulness, validity and bias

P10 communicates information, ideas and issues using appropriate written, oral and graphic forms.

Content

Students learn about:

Concepts

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

The key concepts to be integrated across Intercultural Communication are:

- communication
- identity
- stereotypes
- customs
- mores
- values
- socialisation
- acculturation
- enculturation
- globalisation
- continuity
- cultural relativism
- change
- conflict
- cooperation
- cultural heritage
- multiculturalism
- cultural diversity
- cultural transmission
A Cross-cultural Comparison
Use Australia and a selected country to examine:

communication
- examine the nature of communication
- identify the methods of verbal and non-verbal communication
- question the effectiveness of communication
- examine the role of communication in maintaining social relationships and social control
- identify gender roles and their place in the communication process

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

Students learn to:
- identify and interpret TWO methods of verbal communication and TWO methods of non-verbal communication
- use secondary research to examine how gender affects communication in Australia and the selected country
- apply content analysis to Australian media representation of the selected country
- interview a person from a culture different from the student’s own cultural perspective.
### Outcomes of Course:

- **P1** describes the interaction between persons, societies, cultures and environments across time.
- **P2** identifies and describes relationships within and between social and cultural groups.
- **P3** describes cultural diversity and commonality within societies and cultures.
- **P4** explains continuity and change, and their implications for societies and cultures.
- **P5** investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society.
- **P6** differentiates between, and applies, the methodologies of social and cultural research.
- **P7** applies appropriate language and concepts associated with society and culture.
- **P8** selects, organises and considers information and sources for usefulness, validity and bias.
- **P9** plans an investigation and analyses information from a variety of perspectives and sources.
- **P10** communicates information, ideas and issues using appropriate written, oral and graphic forms.
- **P11** works independently and in groups to achieve appropriate goals in set timelines.

### Components of Course:

- **The Social and Cultural World**: 20%
- **Personal and Social Identity**: 40%
- **Intercultural Communication**: 40%

### Weightings of Course:

- **Knowledge and understanding**: 25%
- **Communication**: 5%
- **Application and evaluation of social and cultural research methodologies**: 30%

### ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Components (Syllabus)</th>
<th>Weighting (Syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Social and Cultural World</strong></td>
<td>20%</td>
<td>15%</td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td><strong>Personal and Social Identity</strong></td>
<td>40%</td>
<td></td>
<td>25%</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Intercultural Communication</strong></td>
<td>40%</td>
<td></td>
<td></td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Marks</strong></td>
<td>100%</td>
<td>15%</td>
<td>25%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>P1, P3, P5, P7, P10</td>
<td>P2, P4, P8, P9, P11</td>
<td>P3, P5, P6, P8, P10</td>
<td>P1-P10</td>
<td></td>
</tr>
</tbody>
</table>

**Coordinator**: Miss O'Boyle  
**Head Teacher**: Mr Merrick
## Glossary of Key Words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions</td>
</tr>
<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them; draw out and relate implications</td>
</tr>
<tr>
<td>Apply</td>
<td>Use, utilise, employ in a particular situation</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Make a judgement about the value of</td>
</tr>
<tr>
<td>Assess</td>
<td>Make a judgment of value, quality, outcomes, results or size</td>
</tr>
<tr>
<td>Calculate</td>
<td>Ascertain/determine from given facts, figures or information</td>
</tr>
<tr>
<td>Clarify</td>
<td>Make clear or plain</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or include in classes/categories</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
</tr>
<tr>
<td>Construct</td>
<td>Make; build; put together items or arguments</td>
</tr>
<tr>
<td>Contrast</td>
<td>Show how things are different or opposite</td>
</tr>
<tr>
<td>Critically (analysis/evaluate)</td>
<td>Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)</td>
</tr>
<tr>
<td>Deduce</td>
<td>Draw conclusions</td>
</tr>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by example</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
</tr>
<tr>
<td>Discuss</td>
<td>Identify issues and provide points for and/or against</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Recognise or note/indicate as being distinct or different from; to note differences between</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make a judgement based on criteria; determine the value of</td>
</tr>
<tr>
<td>Examine</td>
<td>Inquire into</td>
</tr>
<tr>
<td>Explain</td>
<td>Relate cause and effect; make the relationships between things evident; provide why and/or how</td>
</tr>
<tr>
<td>Extract</td>
<td>Choose relevant and/or appropriate details</td>
</tr>
<tr>
<td>Extrapolate</td>
<td>Infer from what is known</td>
</tr>
<tr>
<td>Identify</td>
<td>Recognise and name</td>
</tr>
<tr>
<td>Interpret</td>
<td>Draw meaning from</td>
</tr>
<tr>
<td>Investigate</td>
<td>Plan, inquire into and draw conclusions about</td>
</tr>
<tr>
<td>Justify</td>
<td>Support an argument or conclusion</td>
</tr>
<tr>
<td>Outline</td>
<td>Sketch in general terms; indicate the main features of</td>
</tr>
<tr>
<td>Predict</td>
<td>Suggest what may happen based on available information</td>
</tr>
<tr>
<td>Propose</td>
<td>Put forward (for example a point of view, idea, argument, suggestion) for consideration or action</td>
</tr>
<tr>
<td>Recall</td>
<td>Present remembered ideas, facts or experiences</td>
</tr>
<tr>
<td>Recommend</td>
<td>Provide reasons in favour</td>
</tr>
<tr>
<td>Recount</td>
<td>Retell a series of events</td>
</tr>
<tr>
<td>Summarise</td>
<td>Express, concisely, the relevant details</td>
</tr>
<tr>
<td>Synthesise</td>
<td>Putting together various elements to make a whole</td>
</tr>
</tbody>
</table>
The language of opinion is used to express people's thoughts, perceptions, feelings and points of view. It can be used when presenting or evaluating an argument; when explaining; when responding to source materials or case studies.

- To a great extent
- More importantly
- The most significant
- ...the greatest impact
- A key reason
- ...vitally important
- ...is essential
- ...importantly
- ...influenced dramatically
- ...greatly impacted on
- ...significantly increased/improved
- ...contributed greatly
- Another significant
- ...initiated the greatest change
- ...played an important role
- ...had a significant effect/impact/influence/role
- ...considerable influence/impact/role
- ...dramatic effect
- This too has a substantial effect
- ...have serious implications
- It is imperative
- To a lesser degree
- ...cannot be underestimated
- ...essential to
- A crucial factor
- ...is difficult to assess/ascertain
- Most notably
- ...relatively
- It is questionable
- ...undeniably
The language of comparison and contrast is used to identify similarities and differences. Comparison deals with the similarity of things. Contrast refers to the differences between things.

Compare
- ...both
- ...in both cases
- ...similar to
- Similarly
- ...like
- ...as well as
- ...in the same way
- ...neither...nor
- ...in common
- ...likewise

Contrast
- On the other hand
- ...in contrast to
- Alternatively
- ...while/whilst
- ...unlike
- ...although
- ...rather than
- ...however
- ...yet
- ...differs from
- ...compared to
- ...more effective than
- ...while in contrast
- ...whereas
- ...nevertheless
- ...despite
- ...dissimilar
- ...shows a distinction between
- ...differences are further demonstrated

The language of cause and effect connects ideas when one factor causes the other factor to happen.

- ...encourages
- ...initiates
- ...is produced by
- ...fosters
- ...is influenced by
- ...creates
- ...allows
- ...stems from
- ...caused by
- ...influences
- ...points towards
- ...generates
- ...is inspired by
- ...shaped by
- ...culminates in
- ...is a repercussion of
- ...as a result of
- ...is an effect of
- Consequences include
- ...creates problems...which result in...which entail
- ...is an outcome of
- ...a source of
- ...has serious implications
- ...which is a repercussion of
- There can be severe ramifications of

The language to indicate time or sequence is used to order a text cohesively. It is often used to order events or to indicate a sequence of events.

- At the outset
- Eventually
- Subsequently
- Since
- Originally
- Thereupon
- Succeeding this
- ...a precursor to
- Previous to this
- While lava flows, gases and ash are released from the volcano.
- Meanwhile the plant continues to produce carbon dioxide.
- Directly after
- Prior to
- It promptly
- In time
### HELP FOR ASSESSMENT TASKS

This is a checklist to use when you are working on a project or an assignment.

#### Define your information problem.
- What does the teacher want you to do?
- What does the topic ask?
- What do you already know about the topic?
- What do you need to find out?

#### Find your information.
- **Brainstorm** your topic. Make a list of all the possible sources of useful information such as encyclopedias, websites or perhaps, people.
- **Locate information** in the resources. Use key words and search terms
- **Decide** if they are available/ easy to use or whether you need help with them.
- **Figure out where** you will get these sources. Beside each source write its location.

#### Select your information.
- **Paraphrase** by putting the information into your own words.
- **Summarize** general explanatory material.
- **Copy** small portions of text e.g. specific details, facts, definitions and quotes.
- **Record** where the information came from for the bibliography, e.g. author, title, publishing information

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### STUDY TIMETABLE

<table>
<thead>
<tr>
<th>DAY</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
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<tbody>
<tr>
<td>6 am</td>
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<td>SCHOOL</td>
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<td>6</td>
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</tbody>
</table>
Organise your information
• Sort the information into the headings which answer the focus questions;
• Compare the information to find out any differences in the information.
• Collect any pictures, photographs or tables to use
• Identify areas where more/different information is needed.
• Decide on the format for the presentation of the project.

Present your assignment

You should be able to answer "yes" to these questions
• Is your presentation a thoughtful response to the assignment?
• Does your presentation represent your ideas and conclusions?
• Does your presentation follow the format required by your teacher?
• Is your paper word processed or very neatly presented?
• Would you be proud for anyone to read this paper?

Evaluate your work

Have the focus questions have been answered well and presented in the best way?
Talk to the teacher about the presentation.
Judging your information problem-solving process (how efficient were you)
• Did you learn some things that you can use again? What were they?
• How will you use the skill(s) again?
• What did you do well this time? What would you do differently next time?
• What information sources did you find useful? Can you use them again?
• What information sources did you need but did not have? Be sure to talk to your librarian about getting them.

NOTEMAKING SKILLS
Notemaking skills are the skills that are required when reading or researching material for your subject’s syllabus requirements or for a specific task. By identifying important ideas and writing them down, in your own words, your learning is strengthened.

When you have a subject for which you require information, you should first break it down into components. These components are the main points or the subheadings that you will use in your assignment or your study notes. Next you should identify the information in the body of the resource that provides you with one or more of the following.

Greater understanding
More important detail
Explanations
Links to previous knowledge
Critical information
Headings for important refinements
References for more information

An order and checklist for notemaking
1. Establish your purpose for the notes
2. Develop clear headings
3. Record the source of your information
4. Scan the source through  
5. Identify those parts that are most relevant  
6. Write down the pertinent information  
7. Check the topic sentence in each paragraph  
8. Regularly assess that you are keeping to the point  
9. Spread your notes out on each page  
10. Use an easy-to-read format  

**ESSAY-WRITING**  
The writing of essays is a very active form of study as well as a frequent requirement of the assessment programs of a number of subjects. The information following will assist in the organization of information to develop appropriate responses to essay-type questions. It can also be seen as the essential steps in a plan. All tasks need a plan.  

Essays require a response to a specific question. When you read a question it is important that you respond with an answer that includes much of the learning that has been included in the lessons with your teacher when the class has covered the topic or section of the syllabus.  

(a) The argument  
Your well-informed and direct answer to the question is the best guide to what form your argument should take. This will require some quick thinking in the exam context, but a more considered answer for assignments.  

(b) Definitions  
In every essay question there will be important words. These are sometimes called key words. They will be central to your discussion in the development of your answer. Therefore it will be necessary to define these words. This step should be taken as soon as you formulate your argument.  

(c) Supporting evidence  
After you have worked out your definitions, you need to assemble your supporting evidence. The evidence that you use will be the product of your classroom learning and your individual research and reading. This is organized in an order that will best advance your argument. Generally, if you have the most important information first, you will be ensuring that your audience gets the message early. This is an appropriate strategy.  

(d) Secondary evidence and discussion  
If your learning and research is thorough and your understanding is sound, you will probably be able to think of some counter arguments, or information and reasoning that does not support your original line. It is acceptable to include such discussion. This can provide a balance and demonstrates that you have a thorough understanding of the issues involved in the question.  

(e) Conclusion  
Your conclusion should be a summary of the main points in the essay. This will be similar to a restatement of the introduction. However, it will include some of the most important evidence raised.  

(f) Edit  
Always check and edit your work. This is essential for assigned tasks. However, in exams it may not be possible or the best use of your limited time.  

**PREPARING AN ASSESSMENT TASK**  

(a) The topic  
In most school-based tasks, you will have a particular question that is set for you to prepare an answer. If however, you do not have a specific topic and you are able to choose your own, work from your own
interests and discuss your topic with your teacher. This will be to ensure that it meets syllabus requirements and outcomes for the course.

(b). Planning your response
This can be done by either a diagram or a written series of steps or points.

When you are given a question, you should be able to propose an answer or a number of answers to it. You must then check that you are able to substantiate this line of argument. If not, you must select an argument that you can sustain with your knowledge of the appropriate information or text.

In your plan it is usually important that you define any key words. These will form the backup for your argument and require you to discipline yourself within the bounds of the question.

Organising your evidence so that you present an appropriately-sequenced argument is the next part of your plan. In this part of your answer you present the evidence to support your argument.

The conclusion should be a restatement of the introduction. However, it is usually stated with some of the refinements that have been presented in the body of your answer.

(c) Your introduction
This must contain your main point, your argument or your theme in answer to the question. It will often involve the statement of a basic reason for the answer that you have formulated. This should be stated clearly and as soon as possible after starting your introduction.

(d).Definitions
Although this may not always be necessary, in most essay answers you will need to define the key words in the question. The definition that you provide will be an important part of your argument. Therefore, your definition must be considered before you formulate your main point. It may not be appropriate to model a definition on an argument first. It will sometimes be different to the sense required in the question.

(e). Providing supporting evidence
This section is the supporting evidence for the line of argument identified in the opening paragraph. You can arrange your evidence in order from most important to least important on the assumption that the most important should come first. However you may arrange the support in whatever order you see fit, providing that the audience knows what the main point and the most compelling evidence.

(f). Conclusion
In summing-up, the conclusion will bring some sort of finality to the question. It will contain a review of the main point and a summary of the logic that has been developed to support this argument.

(g). Always check your work
Checking your work is essential. This is critical for the successful completion of the essay. In this process you will discover some words or phrases that you want to change.

Even in an exam, you should try to check your work, before it is submitted.
EXAM TECHNIQUES

1. Have all the necessary equipment with you

2. Have a relaxing night before your exams
   Go to bed so that you get a good night’s sleep and eat a healthy breakfast.

3. Read the entire paper
   Where you have choices, decide which ones you plan to answer.

4. Plan your time
   Plan your answers for the questions you choose to answer and allocate your time according to the mark value of each question.

5. Jot down ideas as they come to you
   While you are answering one question, information about another may suddenly occur to you. Jot it down on a piece of planning paper.

6. Answer all questions that you are required to
   If you are short of time, use note form.

7. Never finish or leave the room early
   If you have time at the end, go over your work.

8. Do not spend too long on multiple choice questions
   Come back to any that you have missed later.

9. Write something on all questions
   If you know very little about a particular question, write what you know. You may get more marks than you think you will.

10. Check your answers if time permits