

# School Developed Board Endorsed Course

## HSIE: International Studies Stage 5

### NOTE

This School Developed - Board Endorsed Course (BEC) has been implemented in Stage 5 2008 in schools that previously sought and gained approval from the Board of Studies

(Initially this course was called Cultural Understanding and changed to International Studies in 2007.)

Schools wishing to implement the course need to apply to the Board of Studies NSW. The process requires you to:

- Filling in the **first** page of the Board Endorsed Course application form on the Board of Studies site: [Guidelines and Application Forms Booklet - School Developed](#) and the Rationale from the **second** page of the International Studies Board Endorsed Course.

Schools should try to send their applications to receive endorsement prior to subject selection time. (The end of March deadline for School Developed Board Endorsed Courses does not apply for International Studies).

Schools may seek advice from their Board of Studies Liaison Officer (BOSLO) for help with the process.

Department of Education and Training schools and Catholic Education Commission schools should contact their system representative as indicated below for additional information on the process of gaining approval to teach this Board Endorsed Course.

Department of Education and Training schools – Brian Elliott, Manager, HSIE, Curriculum K-12 Directorate [brian.elliott@det.nsw.edu.au](mailto:brian.elliott@det.nsw.edu.au) Phone 9886 7603

Catholic Education Commission Schools – Rosalie Nott - Assistant Director, Education Policy, Catholic Education Commission, NSW [rosalie.nott@cecnsw.catholic.edu.au](mailto:rosalie.nott@cecnsw.catholic.edu.au) Phone 9287 1555

Association of Independent Schools –

Individual schools should make a submission to the BOS for a School Developed BEC. <http://www.boardofstudies.nsw.edu.au/manuals/#becguidesbooklet>

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## SCHOOL DEVELOPED BOARD ENDORSED COURSE: International Studies

### Rationale

The *International Studies BEC* equips students, the citizens of the future; with the capacity to engage, in an appropriate and informed manner, with cultures within Australia and beyond. In addition to understanding one's own culture, the study of cultures requires knowledge that informs values and develops individual and community commitment to responsible action for a cohesive and just society.

Teaching that promotes respect, responsibility, interconnectedness and understanding, requires a conceptual framework that enables both the transmission of knowledge, intercultural understanding and values and their incorporation into one's own world-view. Through the study of the *International Studies BEC*, students will engage ideas, beliefs and practices across a wide range of cultures, with an emphasis on the cultures of Asia and the Pacific due to Australia's geographical proximity to Asia and the Pacific, the increasing percentage of Australians with Asian-Pacific backgrounds, the economic growth of China and India, Australia's growing trade and exchanges with the countries of Asia and Australia's emerging security and humanitarian interests in the Pacific.

In the context of cultural change, it is imperative that students are provided with new windows to explore values and to engage with the world in which they live. Through the *International Studies BEC*, students gain skills to conceptualise and perceive interrelationships between themselves and local, national and global communities. They have opportunities to understand difference, to value inclusion, and to respect the rights of others. The study of the *International Studies BEC* strengthens the ability of students to contribute to harmony and participate in partnership and cooperation with others.

The *International Studies BEC* recognises that cultures are dynamic and that students will need to adjust to change. Increasing trade, migration and globalisation will continue to open Australia to the cultures of the world and result in cross cultural interaction. Students will increasingly need intercultural understanding in international relationships, particularly in Asia. Australia's future cultural development, economic growth and identity will depend on how well Australians take up opportunities through exchanges and in trade, work, travel and development partnerships and how well they engage with individuals, businesses, other organisations and governments through intercultural understanding.

**The place of the School Developed BEC: HSIE – International Studies Stage 5  
in the HSIE K-12 Curriculum**

<b>Years K-6 HSIE Early Stage 1-3 Syllabus Strands</b>			
Change and continuity	Environments	Cultures	Social systems and structures



<b>Years 7-10 Stages 4-5 (including Life Skills outcomes and content)</b>							
History Mandatory	History Elective	Geography Mandatory	Geography Elective	International Studies BEC	Aboriginal Studies	Commerce	Work Education



<b>Years 11-12 Stage 6</b>			
Ancient History Modern History History Extension	Geography	Aboriginal Studies Society and Culture Studies of Religion	Legal Studies Business Studies Economics



<b>Community, other education and learning and workplace</b>
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## **Aim**

The aim of the *International Studies BEC* is for students to know and understand the significance of culture in their own lives and appreciate the culturally diverse yet interconnected world in which they live and to develop skills and values to view their own and other's cultures from different perspectives.

## **Objectives**

Students will develop knowledge and understanding, skills and values to:

- appreciate from a variety of perspectives the complexity and diversity of cultures and the different beliefs that underpin them
- recognise and challenge stereotypes
- identify factors that promote stability and those that promote change in human societies and their cultures
- recognise the increasing interdependence and interconnectedness of different people and cultures in the contemporary world
- develop effective tools for cross cultural interaction to communicate successfully in cross cultural contexts by engaging constructively and positively with people from diverse cultural backgrounds in Australia and beyond.

## KNOWLEDGE AND SKILLS OUTCOMES

Objectives	Stage 5 Outcomes
Students will:	Students:
<ul style="list-style-type: none"> <li>appreciate from a variety of perspectives the complexity and diversity of cultures and the different beliefs that underpin them</li> </ul>	<ol style="list-style-type: none"> <li>analyse a variety of definitions of culture and how they may apply across a range of societies</li> <li>identify historical and contemporary influences on Australian culture and society</li> <li>account for cultural diversity within Australia and other countries</li> </ol>
<ul style="list-style-type: none"> <li>recognise and challenge stereotypes</li> </ul>	<ol style="list-style-type: none"> <li>recognise the nature and contexts of cultural stereotyping</li> <li>analyse the impacts of stereotyping on different cultural groups</li> </ol>
<ul style="list-style-type: none"> <li>identify factors that promote stability and those that promote change in human societies and their cultures</li> </ul>	<ol style="list-style-type: none"> <li>identify factors that promote cultural change or stability</li> <li>account for cultural similarities and differences within societies</li> <li>analyse different contexts, perspectives and interpretations of cultural beliefs and practices</li> </ol>
<ul style="list-style-type: none"> <li>recognise the increasing interdependence and interconnectedness of cultures in the contemporary world</li> </ul>	<ol style="list-style-type: none"> <li>analyse culturally significant contemporary issues and events and evaluate them from a variety of cultural perspectives</li> <li>describe the complex, interrelated nature of cultures</li> </ol>
<ul style="list-style-type: none"> <li>develop effective tools for cross cultural interaction and to communicate successfully in cross cultural contexts by engaging constructively and positively with people from diverse cultural backgrounds in Australia and beyond.</li> </ul>	<ol style="list-style-type: none"> <li>apply knowledge, understanding and skills for effective participation in a culturally diverse society</li> <li>select and use a range of written, graphic and oral forms, including ICT, to analyse, describe and communicate about cultures</li> <li>recognise cultural differences when communicating across cultures.</li> </ol>

## **VALUES**

The International Studies BEC provides opportunities for students to focus on and develop the values of:

- Respect
- Responsibility
- Cooperation
- Care
- Fairness
- Democracy

and to explore how these values operate in different cultural contexts.

## Content overview

The content is divided into core and options. The core must precede the options. The options may be studied in any order.

100 hour course comprises the core and 2-3 options

200 hour course comprises the core and 6-8 options.

<p style="text-align: center;"><b>International Studies Stages 5</b></p>
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<p style="text-align: center;"><b>CORE</b></p>
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Understanding culture and diversity in today's world

50 indicative hours

<p style="text-align: center;"><b>Options</b></p>
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15-25 indicative hours each

1. Religion and culture
2. Gender differences
3. The media: religion, politics and human rights
4. Culture in work and the workplace
5. Coming to Australia
6. Cultural tourism
7. Culture and the creative and performing arts
8. Culture and sport
9. Culture and family life in China and India
10. Culture and food
11. Culture and science, technology and change
12. School developed

**CORE STUDY (50 indicative hours)**

**UNDERSTANDING CULTURE AND DIVERSITY IN TODAY’S WORLD**

**Focus:** Students study the concept of culture and its many characteristics and cultural diversity in the contemporary world.

**Outcomes:**

<b>Stage 5 Outcomes</b>
<p>Students:</p> <ol style="list-style-type: none"> <li>1. analyse a variety of definitions of culture and how they may apply across a range of societies</li> <li>2. identify historical and contemporary influences on Australian culture and society</li> <li>3. account for cultural diversity within Australia and other countries</li> <li>6. identify factors that promote cultural change or stability</li> <li>7. account for cultural similarities and differences within societies</li> <li>8. analyse different contexts, perspectives and interpretations of cultural beliefs and practices</li> <li>9. analyse culturally significant contemporary issues and events and evaluate them from a variety of cultural perspectives</li> <li>13. recognise cultural differences when communicating across cultures</li> </ol>

<b>Students learn about:</b>	<b>Students learn to:</b>
<p><b>UNDERSTANDING CULTURE</b></p> <p><b>What is culture?</b></p> <ul style="list-style-type: none"> <li>• definitions of culture and the dynamic nature of cultures</li> <li>• the characteristics of culture</li> <li>• relationship between culture and identity               <ul style="list-style-type: none"> <li>- personal identity</li> <li>- family identity</li> <li>- religious identity</li> <li>- ethnic identity</li> <li>- national identity</li> <li>- global identity</li> </ul> </li> </ul> <p><b>Case study</b> At least ONE contemporary local, national, regional or global issue, event or scenario that helps to illustrate “What is culture?”</p> <p>Include:</p> <ul style="list-style-type: none"> <li>• issue, event or scenario</li> <li>• focus of enquiry</li> <li>• background</li> <li>• stakeholders</li> <li>• different views or perspectives of stakeholders               <ul style="list-style-type: none"> <li>- different values evident</li> <li>- main aspects of culture significant to the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• analyse a range of definitions of culture</li> <li>• identify the characteristics of culture</li> <li>• describe how aspects of culture reflect and affect identity</li> <li>• recognise that culture can be stable or changing</li> <li>• identify factors affecting stability and change</li> </ul> <ul style="list-style-type: none"> <li>• describe the issue, event or scenario in relation to its nature and the main stakeholders and their cultural characteristics and different perspectives</li> <li>○ identify cultural components and possible outcomes, problems and solutions</li> </ul>

<p>case study</p> <ul style="list-style-type: none"> <li>- impact of these cultural features</li> <li>- importance of communication in transmitting culture</li> <li>- possible future actions and outcomes</li> <li>- problems and solutions that may require cultural change</li> </ul> <p><b>My culture</b> To better understand their own culture, students undertake a research task about one aspect of their own social/cultural environment using secondary and primary sources.</p> <p><b>CULTURE AND DIVERSITY</b></p> <p><b>Understanding cultural diversity</b> <u>Case studies</u> These studies are to include two of China, India and Indonesia and one other society of the world:</p> <ul style="list-style-type: none"> <li>- aspects of culture of the chosen societies</li> <li>- overview of historical development of each society</li> <li>- how cultural groups within the chosen societies identify themselves</li> <li>- values and beliefs of the different cultural groups within the chosen societies</li> <li>- similarities and differences across the three chosen societies</li> <li>- reasons for similarities and differences</li> <li>- why cultures change or remain the same</li> </ul>	<ul style="list-style-type: none"> <li>○ analyse the main issues, identify possible outcomes and suggest solutions</li> <li>○ identify aspects of their own cultural environment</li> <li>○ analyse aspects of their own cultural environment</li> </ul> <ul style="list-style-type: none"> <li>● explain the term 'diversity' in the context of cultures</li> <li>● recognise similarities and differences between cultures and within these societies</li> <li>● identify and describe cultural characteristics of different societies</li> <li>● describe the values, beliefs customs and obligations of different cultural groups</li> <li>● outline the similarities and differences between cultures of the chosen societies</li> <li>● give reasons for similarities and differences</li> </ul>
<p><b>Cultural diversity on a local scale</b> ("Local" refers to the local area of students or its equivalent in another place.) Two studies of cultural diversity at a local scale, one of which must be in Australia</p> <ul style="list-style-type: none"> <li>● aspects of culture in these two localities</li> <li>● cultural diversity within each locality</li> <li>● how different cultural groups communicate within their locality</li> <li>● factors contributing to cultural differentiation and identity, such as: <ul style="list-style-type: none"> <li>- personal identity</li> <li>- family identity</li> <li>- religious identity</li> <li>- national identity</li> <li>- sub-culture group</li> <li>- social class</li> <li>- peer group</li> </ul> </li> <li>● similarities and differences between the cultures in the localities studied</li> </ul>	<ul style="list-style-type: none"> <li>● recognise different cultures within one locality</li> <li>● identify factors that contribute to group identity</li> <li>● record examples of cultural and social factors that have contributed to personal identity</li> <li>● identify culturally accepted ways of communicating</li> <li>● critically analyse nationalistic, ethnocentric or other single focus views of identity</li> <li>● identify similarities and differences between cultures</li> </ul>

## OPTION 1: RELIGION AND CULTURE (15 -25 hours)

**Focus:** Students study specific religions and the ways in which these interact with and influence cultures.

### Outcomes:

Stage 5 Outcomes
<p>Students:</p> <ol style="list-style-type: none"> <li>2. identify historical and contemporary influences on Australian culture and society</li> <li>3. account for cultural diversity within Australia and other countries</li> <li>7. account for cultural similarities and differences within societies</li> <li>8. analyse different contexts, perspectives and interpretations of cultural beliefs and practices</li> <li>10. describe the complex, interrelated nature of cultures</li> <li>12. select and use a range of written, graphic and oral forms, including ICT, to analyse, describe and communicate about cultures</li> <li>13. recognise cultural differences when communicating across cultures</li> </ol>

Students learn about:	Students learn to:
<p><b>MAJOR WORLD RELIGIONS</b>  <b>An overview</b></p> <ul style="list-style-type: none"> <li>• the characteristics (belief and practice) of a religion</li> <li>• the major world religions</li> <li>• current spatial pattern/numbers of adherents of the world's major religions</li> <li>• religion as a foundation for culture</li> <li>• the relationship between religion and national and ethnic identity</li> </ul> <p><b>Origins</b>            The origins of the five major world religions Buddhism, Christianity, Hinduism, Islam and Judaism.</p> <ul style="list-style-type: none"> <li>• origins</li> <li>• brief history</li> <li>• variations (e.g. various denominations) within the religion</li> </ul> <p><b>Beliefs</b>            Using examples drawn from at least each of the five major world religions – Buddhism, Christianity, Hinduism, Islam and Judaism.</p> <ul style="list-style-type: none"> <li>• core beliefs including:               <ul style="list-style-type: none"> <li>– nature of the deity or deities</li> <li>– founder/important persons</li> <li>– moral, spiritual, redemptive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify the major religions</li> <li>• use a graphic form to illustrate the global spread and distribution of the world's major religions</li> <li>• recognise cultures that are based on religious beliefs</li> <li>• discuss the main links between religions and national identity</li> <li>• identify the origins of religious belief</li> <li>• use research methodologies to collect information about the religion including:               <ul style="list-style-type: none"> <li>– historical background</li> <li>– variations</li> </ul> </li> <li>• identify the core beliefs of the world's major religions</li> </ul>

<p>perspectives</p> <ul style="list-style-type: none"> <li>- stories and sacred or valued texts</li> <li>- main ideas or tenets</li> <li>- symbols</li> <li>- prayer, significant religious places</li> <li>- places of learning and worship</li> <li>- world views</li> </ul> <p><b>Practices</b></p> <p>Using examples drawn from at least each of the five major world religions – Buddhism, Christianity, Hinduism, Judaism and Islam.</p> <ul style="list-style-type: none"> <li>• Core practices influencing on daily life including: <ul style="list-style-type: none"> <li>- life cycle rituals such as those associated with birth, marriage and death</li> <li>- celebrations</li> <li>- food taboos</li> <li>- education</li> </ul> </li> <li>• connection between beliefs and cultural practices</li> </ul> <p><b>CONFUCIANISM</b></p> <ul style="list-style-type: none"> <li>• Significance of Confucianism in many Asian societies: <ul style="list-style-type: none"> <li>- core beliefs and values</li> <li>- origins and brief history</li> <li>- founder/important persons</li> <li>- stories and sacred or valued texts</li> <li>- common practices</li> <li>- various expressions</li> <li>- connections between beliefs and practices</li> </ul> </li> </ul> <p><b>ABORIGINAL SPIRITUALITY</b></p> <ul style="list-style-type: none"> <li>• Aboriginal peoples' beliefs and culture <ul style="list-style-type: none"> <li>- core beliefs and values</li> <li>- origins of beliefs and oral traditions</li> <li>- common practices</li> <li>- expressions in daily life</li> </ul> </li> </ul> <p><b>RELIGIOUS DIVERSITY AND CULTURAL COHESION IN MULTI-FAITH SOCIETIES</b></p> <ul style="list-style-type: none"> <li>• the different interactions between the religions within a society including areas of cooperation and joint activities</li> <li>• how people from one religion interact with people from another religion, from other religious institutions, and towards the government</li> </ul>	<ul style="list-style-type: none"> <li>• utilise word processing applications to analyse, record and communicate the results of the research</li> <li>• identify the underlying essential beliefs of the major world religions</li> <li>• recognise differences between the world's major religions</li> </ul> <ul style="list-style-type: none"> <li>• examine how a person's religion may impact on their daily life, others and the environment and in the community in which they live</li> <li>• identify how religious belief underpins religious practices</li> </ul> <ul style="list-style-type: none"> <li>• identify the origins, beliefs and practices in Confucianism</li> <li>• examine the influence of Confucianism in Asian countries</li> <li>• recognise the diversity of practices within Confucianism</li> </ul> <ul style="list-style-type: none"> <li>• recognise the nature and origins of Aboriginal spiritual beliefs</li> <li>• identify common practices and expressions of belief amongst Aboriginal peoples</li> </ul> <ul style="list-style-type: none"> <li>• recognise that there are variations in how people with religious faith interact with the wider society</li> <li>• examine concepts of identity within multi-faith societies</li> </ul>
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**OPTION 2: GENDER DIFFERENCES (15-25 hours)**

**Focus:** Students study connections between culture and the roles of men and women illustrating gender differences in how culture is expressed and the impact of these differences on societies.

**Outcomes:**

<b>Stage 5 Outcomes</b>
<p>Students:</p> <ol style="list-style-type: none"> <li>4. recognise the nature and contexts of cultural stereotyping</li> <li>6. identify factors that promote cultural change or stability</li> <li>8. analyse different contexts, perspectives and interpretations of cultural beliefs and practices</li> <li>9. analyse culturally significant contemporary issues and events and evaluate them from a variety of cultural perspectives</li> <li>12. select and use a range of written, graphic and oral forms, including ICT, to analyse, describe and communicate about cultures</li> </ol>

<b>Students learn about:</b>	<b>Students learn to:</b>
<p><b>Cultural issues impacting on men and women's lives</b></p> <ol style="list-style-type: none"> <li>1. Traditions <ul style="list-style-type: none"> <li>• cultural, including the origins of society and the historical role of men and women</li> <li>• religious, including beliefs about gender in the family and society</li> <li>• legal, including different legal rights for men and women</li> </ul> </li> <li>2. Family <ul style="list-style-type: none"> <li>• household responsibilities within the immediate family and extended family</li> <li>• child bearing and child raising responsibilities</li> <li>• education of children and women</li> <li>• issues, including domestic violence, mother-in-law authority, preferences for boys, adoption, extended families and communal living, "aunties"</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• identify the impact of cultural, religious and legal traditions and beliefs on the lives of men and women.</li> <li>• access a range of sources of information</li> <li>• describe the different roles and responsibilities of men and women in the family</li> <li>• analyse the impact of family expectations on men and women.</li> <li>• identify, in terms of quality of life, health, autonomy and responsibility issues for women</li> </ul>

<p><b>3. Work (if not studied under Option 4 Culture, work and the workplace)</b></p> <ul style="list-style-type: none"> <li>• paid and unpaid work</li> <li>• home duties</li> <li>• domestic work (“guest workers” in another country)</li> <li>• how power is exercised in the workplace</li> <li>• issues, including slavery, prostitution, child labour, child soldiers</li> </ul> <p><b>4. Education</b></p> <ul style="list-style-type: none"> <li>• educational opportunity and cultural practices</li> <li>• education and economic disadvantage</li> <li>• lifelong education</li> <li>• differences in education for boys and girls</li> </ul> <p><b>5. Change</b></p> <ul style="list-style-type: none"> <li>• law reforms and their affect on men and women</li> <li>• political rights (voting)</li> <li>• property rights</li> <li>• changing trends of social/government support</li> <li>• impact of war and natural disasters on men and women</li> <li>• international law and changing expectations and pressures</li> <li>• access to services including health and education</li> <li>• refugees and migration</li> </ul> <p><b>Statistical evidence</b></p> <ul style="list-style-type: none"> <li>• male-female ratios</li> <li>• women’s well-being, including health</li> <li>• income</li> <li>• ownership of property/inheritance</li> </ul> <p><b>Recognition of the contributions of women</b></p> <ul style="list-style-type: none"> <li>• inspirational women who have helped change the lives of others</li> <li>• oral histories and life experiences of women</li> </ul>	<ul style="list-style-type: none"> <li>• outline the various roles men and women play in paid and unpaid work.</li> <li>• recognise pressures to find work and the risks of exploitation.</li> <li>• evaluate how power is used in the workplace</li> <li>• analyse issues associated with bonded labour</li> </ul> <ul style="list-style-type: none"> <li>• identify links between educational opportunities and cultural beliefs and practices</li> <li>• evaluate links between economic well being and lifelong learning</li> <li>• analyse the implications of gender inequality in access to education</li> </ul> <ul style="list-style-type: none"> <li>• analyse the impact of changes in law on the lives of men and women.</li> <li>• identify social support and services for women.</li> <li>• explain the relationship between change, migration and refugees.</li> <li>• analyse the impact of war and natural disasters</li> </ul> <ul style="list-style-type: none"> <li>• use graphical evidence to examine levels of gender equality in a number of countries in Asia</li> <li>• explore inequality between men and women</li> <li>• explain cultural and political reasons for issues of gender imbalance</li> </ul> <ul style="list-style-type: none"> <li>• identify examples of how women have overcome and are working to overcome disadvantage.</li> </ul>
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<ul style="list-style-type: none"> <li>• stories of women and change in developing and developed countries</li> <li>• significant cultural change within a society</li> </ul> <p><b>Examples of programs to reduce gender inequality, such as:</b></p> <ul style="list-style-type: none"> <li>• Grameen Bank</li> <li>• United Nations Development Fund for Woman (UNIFEM)</li> <li>• United nations Population Fund (UNFPA)</li> <li>• International Women’s Development Agency (IWDA)</li> <li>• Asian Women’s Human Rights Council (AWHRC)</li> <li>• Tabitha Foundation</li> <li>• Manushi</li> <li>• AusAID</li> <li>• World Vision</li> </ul>	<ul style="list-style-type: none"> <li>• suggest means of overcoming and dismantling barriers to the promotion of gender equity including stereotyping</li> </ul> <ul style="list-style-type: none"> <li>• describe an example of the impact of a cultural practice on the lives of women</li> <li>• use word processing to communicate the effectiveness of programs on improving the lives of women</li> <li>• discuss a new strategy which may effectively redress the gender imbalance in a particular culture</li> </ul>
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**OPTION 3: THE MEDIA: RELIGION, POLITICS AND HUMAN RIGHTS (15-25 hours)**

**Focus:** Students study the role of the media in perceptions of culture at a local, regional and global level. The link between media and culture is analysed through media portrayal of religion, politics and human rights and how organisations and people use the media.

**Outcomes:**

<b>Stage 5 Outcomes</b>
<p>Students:</p> <ol style="list-style-type: none"> <li>2. identify historical and contemporary influences on Australian culture and society</li> <li>3. account for cultural diversity within Australia and other countries</li> <li>4. recognise the nature and contexts of cultural stereotyping</li> <li>5. analyse the impacts of stereotyping on different cultural groups</li> <li>9. analyse culturally significant contemporary issues and events and evaluate them from a variety of cultural perspectives</li> <li>12. select and use a range of written, graphic and oral forms, including ICT, to analyse, describe and communicate about cultures</li> </ol>

<b>Students learn about:</b>	<b>Students learn to:</b>
<p><b>Media representations of culture</b></p> <ul style="list-style-type: none"> <li>• the media portrayal of “Australian” and “unAustralian” culture.</li> <li>• perceptions of “Australian culture” in international media</li> <li>• media perceptions affecting and changing cultures</li> <li>• differences in media reports of a key event in Australia</li> </ul> <p><b>SELECT ANY TWO OF THE FOLLOWING THREE TOPICS</b></p> <p><b>1. The media and religion</b> The media portrayal of two religions or religious groups, one in Australia and one overseas. (Examples may include in Australia, inter alia: Catholic Church,</p>	<ul style="list-style-type: none"> <li>• identify a range of images, ideas and views presented in the media about Australian culture</li> <li>• investigate using the internet representations of Australian culture by international media</li> <li>• locate using a variety of sources, and analyse, media representations of a key event</li> <li>• recognise and understand different perspectives which affect how news is reported.</li> <li>• collect and analyse political cartoons from a variety of sources</li> </ul>



<p>homeless people, people with physical disabilities, unemployed youth, and overseas examples, should be drawn from the contemporary media. )</p> <p>For each group selected include:</p> <ul style="list-style-type: none"> <li>• name the group portrayed</li> <li>• evidence of stereotyping of the group or its members</li> <li>• philosophy and values</li> <li>• main characteristics of the group</li> <li>• the image portrayed of the group by the media</li> <li>• the effects of the group on the wider society</li> <li>• the impact of the media's portrayal of the group</li> <li>• the group's response to the media and use of it</li> </ul>	<ul style="list-style-type: none"> <li>• identify universal human rights</li> <li>• recognise different interpretation of human rights across cultures</li> <li>• outline the main characteristics of the group</li> <li>• identify the values of the group</li> <li>• describe and explain issues and events and analyse the differences in media reports about a group</li> <li>• explain the conditions that give rise to stereotyping and the role of the media</li> <li>• evaluate what impact each group might have on the wider society</li> <li>• discuss the links between media portrayal and each group's identity</li> </ul>
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## OPTION 4: CULTURE IN WORK AND THE WORKPLACE (15 -25 hours)

**Focus:** Students study how culture affects work and work practices.

**Outcomes:**

<b>Stage 5 Outcomes</b>
<p>Students:</p> <ol style="list-style-type: none"> <li>4. recognise the nature and contexts of cultural stereotyping</li> <li>5. analyse the impacts of stereotyping on different cultural groups</li> <li>7. account for cultural similarities and differences within societies</li> <li>11. apply knowledge, understanding and skills for effective participation in a culturally diverse society</li> <li>12. select and use a range of written, graphic and oral forms, including ICT, to analyse, describe and communicate about cultures</li> <li>13. recognise cultural differences when communicating across cultures</li> </ol>

<b>Students learn about:</b>	<b>Students learn to:</b>
<p><b>Culture and work</b> Examples of work from a variety of countries to illustrate the diversity of work and working conditions.</p> <p><u>The nature of work</u></p> <ul style="list-style-type: none"> <li>• paid and unpaid work</li> <li>• perceptions of “women’s work” and “men’s work”</li> <li>• beliefs and values affecting work opportunities</li> <li>• views about “work ethic” and other attitudes to work</li> <li>• private and public sector work</li> <li>• business and government workplace expectations</li> <li>• multinational and trans-national corporation employees</li> </ul> <p><b>Culture and the workplace</b></p> <ul style="list-style-type: none"> <li>• gender differences</li> <li>• social hierarchies</li> <li>• decision making hierarchies</li> <li>• workplace protocols</li> <li>• clothing</li> <li>• language</li> <li>• supervision</li> <li>• community involvement</li> <li>• pay</li> </ul>	<ul style="list-style-type: none"> <li>• identify the diversity of types of work and working conditions</li> <li>• describe the global division of labour</li> <li>• outline major differences in the type of work undertaken by men and women</li> <li>• identify cultural practices and beliefs determining different work opportunities</li> <li>• compare working conditions, pay and expectations</li> <li>• identify cultural beliefs, customs and values that affect the workplace</li> <li>• identify culturally based work protocols and practices</li> <li>• explain cultural differences in work practices</li> </ul>

<ul style="list-style-type: none"> <li>• conditions (hours, overtime, superannuation, safety, sick days, holidays)</li> </ul> <p><u>Working in a foreign country</u>  Three case studies ( at least one from Asia) of particular jobs that involve a person from one culture working in another, e.g. aid worker, doctor, banker, businessperson, project manager, teacher, musician, seasonal work in agriculture</p> <ul style="list-style-type: none"> <li>• culture shock</li> <li>• customs, beliefs and values related to this job</li> <li>• language and body language in cross cultural communication</li> <li>• business practices</li> <li>• gift giving protocols</li> <li>• interpersonal relationships</li> <li>• differences in law and government practices</li> <li>• adjusting to cultural differences on returning home</li> </ul>	<ul style="list-style-type: none"> <li>• describe the issues facing people working cross culturally</li> <li>• identify the customs, beliefs and values associated with each position</li> <li>• identify cross cultural communication issues</li> <li>• outline the cultural business practices relevant to each position studied</li> <li>• explain the importance of differences in law and government for each position</li> <li>• assess the importance of personal relationships for working cross culturally</li> </ul>
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**OPTION 5: COMING TO AUSTRALIA (15-25 hours)**

**Focus:** Students consider the cultural background of a migrant group to Australia, the challenges they face settling in Australia and the impact their culture has had and continues to have on Australian society.

**Outcomes:**

<b>Stage 5 Outcomes</b>
<p>Students:</p> <ol style="list-style-type: none"> <li>2. identify historical and contemporary influences on Australian culture and society</li> <li>3. account for cultural diversity within Australia and other countries</li> <li>6. identify factors that promote cultural change or stability</li> <li>7. account for cultural similarities and differences within societies</li> <li>8. analyse different contexts, perspectives and interpretations of cultural beliefs and practices</li> <li>10. describe the complex, interrelated nature of cultures</li> <li>13. recognise cultural differences when communicating across cultures</li> </ol>

<b>Students learn about:</b>	<b>Students learn to:</b>
<p><b>Emigrating:</b></p> <ul style="list-style-type: none"> <li>• emigration</li> <li>• why people emigrate</li> </ul> <p>Select one migrant or refugee group in Australia</p> <ul style="list-style-type: none"> <li>• aspects of the group’s particular culture in the country or homeland of origin               <ul style="list-style-type: none"> <li>- language</li> <li>- religion</li> <li>- history</li> <li>- food</li> <li>- dress</li> <li>- celebrations</li> <li>- social customs and traditions</li> <li>- family relationships and traditions</li> <li>- work, leisure and education</li> </ul> </li> <li>• possible reasons for emigration</li> <li>• expected challenges of emigration</li> </ul> <p><b>Australia: a multicultural society?</b></p> <ul style="list-style-type: none"> <li>• concepts of “mainstream Australian” and the dominant culture</li> <li>• status of Aboriginal cultures</li> </ul>	<ul style="list-style-type: none"> <li>• explain emigration and the reasons why people emigrate</li> <li>• describe the lifestyle of a cultural group in their country of origin</li> <li>• identify cultural practices of a migrant group</li> <li>• explain how cultural practices help form identity</li> <li>• identify possible reasons for emigration</li> <li>• outline potential challenges in new country</li> <li>• investigate notions of what the term</li> </ul>

<ul style="list-style-type: none"> <li>• examples of other cultures and cultural minorities in Australia and their relationship with the dominant culture</li> <li>• cultural harmony</li> <li>• the effects on society of different concepts and views of assimilation, diversity and multiculturalism</li> <li>• cultural tensions</li> <li>• the difference between respecting the right of others to have different, even opposing, views, beliefs and cultural practices as opposed to respecting the difference</li> </ul> <p><b>Settling in</b></p> <ul style="list-style-type: none"> <li>• major challenges faced by the selected group in settling in Australia including those associated with: <ul style="list-style-type: none"> <li>- language</li> <li>- law</li> <li>- bureaucracy</li> <li>- work</li> <li>- education</li> <li>- housing</li> <li>- transport</li> <li>- making friends</li> <li>- customs, protocols</li> </ul> </li> </ul> <p><b>Impact on Australia</b></p> <ul style="list-style-type: none"> <li>• the ways that Australia is different culturally as a result of this group of people coming to Australia</li> <li>• how this group and individuals have contributed to Australia</li> <li>• issues of acceptance of cultural difference</li> </ul>	<p>“mainstream Australian” , “traditional Australian” and “dominant culture” may refer to</p> <ul style="list-style-type: none"> <li>• recognise some of the ways that status is given to Aboriginal cultures in Australia</li> <li>• examine the concepts of ‘assimilation’, ‘diversity’ and ‘multiculturalism’</li> <li>• analyse evidence of tensions between different viewpoints on Australian society</li> <li>• explore the difference between respecting the right to be different as opposed to respecting the difference</li> </ul> <ul style="list-style-type: none"> <li>• explore the challenges migrants or refugees may face in settling in to Australia</li> <li>• identify the support available to assist people newly arrived to Australia</li> <li>• identify how the culture of people new to Australia may be affected by interaction with others</li> <li>• analyse the issues associated with rural relocation</li> </ul> <ul style="list-style-type: none"> <li>• identify and describe the social and cultural impact of the group</li> <li>• recognise ways individuals from the group have contributed to Australian society</li> <li>• explain issues associated with acceptance into Australian society</li> </ul>
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## OPTION 6: CULTURAL TOURISM (15-25 hours)

**Focus:** Students explore the opportunities for intercultural understanding that tourism can provide through careful planning and interaction with people and their cultures.

### Outcomes:

<b>Stage 5 Outcomes</b>
<p>Students:</p> <ol style="list-style-type: none"> <li>4. recognise the nature and contexts of cultural stereotyping</li> <li>7. account for cultural similarities and differences within societies</li> <li>10. describe the complex, interrelated nature of cultures</li> <li>11. apply knowledge, understanding and skills for effective participation in a culturally diverse society</li> <li>12. select and use a range of written, graphic and oral forms, including ICT, to analyse, describe and communicate about cultures</li> <li>13. recognise cultural differences when communicating across cultures</li> </ol>

<b>Students learn about</b>	<b>Students learn to</b>
<p><b>INTRODUCTION</b></p> <p>Select two countries for planning a tour, one from the Asian region and one from another region of the world: Rationales for cultural studies tours such as:</p> <ul style="list-style-type: none"> <li>• the features of other cultures</li> <li>• stereotyped views of the countries, their people and culture</li> <li>• opportunities for person-to-person contact to appreciate similarities and differences of the human experience</li> <li>• opportunities to acquire intercultural communication skills vital for participation in a culturally diverse society/global world</li> </ul> <p><b>PLANNING</b> <b>Cultural knowledge</b></p> <ul style="list-style-type: none"> <li>• cultural norms and practices e.g. appropriate dress and etiquette for greetings, meals, gift-giving, visiting places of worship, shopping</li> <li>• the potential impact of the visit on local people and the environment</li> <li>• relevant skills to enhance intercultural communication such as language,</li> </ul>	<ul style="list-style-type: none"> <li>• explain how tourism and intercultural contact can be a vehicle for improving world harmony (with opportunities for people to recognise both similarities and differences they share with others)</li> <li>• identify cultural stereotypes and the role tourism can play in overcoming them</li> </ul> <ul style="list-style-type: none"> <li>• plan a trip using the Internet to another country/countries</li> <li>• identify the cultural knowledge and skills required to visit the countries selected</li> <li>• identify examples of different norms and customs that operate, such as those reflected in dress and etiquette</li> </ul>

<p>interpreting, verbal and non-verbal cues, being open minded, looking for similarities as well as differences</p> <p><b>Opportunities for meeting local people</b></p> <ul style="list-style-type: none"> <li>• shopping at local markets</li> <li>• eating locally</li> <li>• attending local meetings</li> <li>• home-stays</li> <li>• using public transport</li> <li>• walking tours</li> <li>• public meetings</li> <li>• religious ceremonies</li> <li>• cultural performances</li> </ul> <p><b>Places of cultural significance</b></p> <ul style="list-style-type: none"> <li>• buildings/sites of historical and religious significance</li> <li>• museums, galleries and theatres</li> <li>• World Heritage sites</li> <li>• special geographical features</li> <li>• national parks and sanctuaries</li> </ul> <p><b>REFLECTION/COMPARISON:</b></p> <ul style="list-style-type: none"> <li>• cultural similarities, differences and interconnections with the two destinations investigated</li> <li>• challenges posed by the cultural differences for each visit</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the skills needed to communicate with those of other cultures (being aware of verbal and non-verbal cues, differences in customs, symbols, language)</li> <li>• identify opportunities for meeting local people so that interpersonal contact and communication can occur</li> <li>• investigate destinations using the Internet</li> <li>• identify places to visit which have a cultural significance</li> <li>• analyse the potential of tourism to impact negatively and positively on local populations and environments</li> <li>• describe how the two studies are culturally similar or different</li> <li>• identify the culturally challenging aspects of the two destinations chosen</li> </ul>
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**OPTION 7: CULTURE AND THE CREATIVE AND PERFORMING ARTS  
(15-25 hours)**

**Focus:** Students explore how cultural identity is expressed through creative and performing arts

**Outcomes:**

Stage 5 Outcomes

Students learn about:	Students learn to:
<p><b>Either a study of:</b></p> <p>The creative and performing arts of one cultural group or the peoples of one country</p> <p><b>OR</b></p> <p>Artistic aspects of culture selected from:</p> <ul style="list-style-type: none"> <li>○ visual arts</li> <li>○ music</li> <li>○ theatre</li> <li>○ dance</li> <li>○ creative expression</li> </ul> <p>through various examples across cultural groups</p>	<ul style="list-style-type: none"> <li>• Describe examples of the creative and performing arts as part of a cultural group or the peoples of one country</li> <li>• Analyse the cultural role and function of various creative and performing art forms</li> <li>• Explain how creative and performing arts help form and maintain the identity of cultural groups or the peoples of one country</li> <li>• investigate the history of an art form in respect to its origin, where it was practiced and by whom</li> <li>• analyse the cultural role and function of various art-forms created or performed in a society</li> <li>• Investigate whether the art form studied has changed over time</li> <li>• Identify factors that may have influenced the change or continuation of the art form over time</li> </ul>

## OPTION 8: CULTURE AND SPORT (15-25 HOURS)

**Focus:** Students study how cultural differences express themselves in sport.

**Outcomes:**

Stage 5 Outcomes
<p>Students:</p> <ol style="list-style-type: none"> <li>2. identify historical and contemporary influences on Australian culture and society</li> <li>3. account for cultural diversity within Australia and other countries</li> <li>6. identify factors that promote cultural change or stability</li> <li>8. analyse different contexts, perspectives and interpretations of cultural beliefs and practices</li> <li>9. analyse culturally significant contemporary issues and events and evaluate them from a variety of cultural perspectives</li> <li>10. describe the complex, interrelated nature of cultures</li> </ol>

Students learn about:	Students learn to:
<p>(Students select a country from each of Europe, Asia-Pacific, Africa, North America, South America and Australia.)</p> <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• the main sports played in each selected country</li> <li>• differences in sports caused by:               <ul style="list-style-type: none"> <li>- history/tradition/colonisation</li> <li>- sports origins,</li> <li>- geography, including climate (winter/summer)</li> <li>- promotion</li> <li>- government policy</li> <li>- socioeconomic conditions</li> <li>- gender</li> <li>- other aspects of culture</li> </ul> </li> <li>• individual and team sports</li> <li>• sport and fitness</li> <li>• education and sport, for example, compulsory sport, and sport days</li> <li>• differences in gender participation</li> <li>• cultural issues about participation</li> <li>• appropriate behaviour and sanctions on individuals in sport and cultural differences and expectations</li> </ul> <p><b>Competition</b></p> <ul style="list-style-type: none"> <li>• the extent of competition against self</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the universality of sport</li> <li>• explain why different sports dominate in different countries</li> <li>• explain how culture has assisted the development of some sports and held back others</li> <li>• identify examples of programs that promote fitness and education</li> <li>• recognise and give reasons for gender differences in different sports</li> <li>• identify appropriate and inappropriate sporting behaviour and measures to address them</li> <li>• discuss the link between culture and sport</li> <li>• give reasons for competition being an important factor in individual sports.</li> </ul>

<p>and others in the sports identified in each selected country.</p> <ul style="list-style-type: none"> <li>• sports that are non-competitive</li> <li>• which sports are truly international, why?</li> <li>• cultural attitudes to performance enhancement including banned drugs, incentive payments</li> <li>• cultural values related to competition and competitiveness</li> </ul> <p><u>Intercultural understanding</u></p> <ul style="list-style-type: none"> <li>• cultural transmission (e.g. sumo, kickboxing)</li> <li>• religion and sport</li> <li>• goodwill and cultural visits</li> <li>• politics and sport (e.g. sanctions)</li> </ul> <p><u>Culture and Nationalism</u></p> <ul style="list-style-type: none"> <li>• identity e.g. Melbourne Cup, Australian Rules Football</li> <li>• sports heroes, icons</li> <li>• elitism in sport</li> <li>• racism in sport</li> <li>• media portrayal of sport</li> <li>• codes of behaviour for teams and sanctions</li> <li>• cheating and bribery</li> <li>• funding/sponsorship</li> <li>• crowd behaviour</li> <li>• world events e.g. Olympics, world cups, tri-nations</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that some sports can be non-competitive</li> <li>• evaluate whether some cultures are more competitive</li> <li>• analyse cultural differences in current debates about the use of drugs in sport</li> </ul> <ul style="list-style-type: none"> <li>• identify relationships between culture and sporting practices in a variety of countries.</li> <li>• identify examples of how sport has enhanced cultural understanding</li> <li>• explain how sport can develop cultural identity</li> <li>• recognise how culture can be spread and interpreted through sport and how it is administered</li> </ul> <ul style="list-style-type: none"> <li>• explain how national identity can be enhanced through sporting practices and achievement and the way sport is administered</li> <li>• analyse sporting controversies and the reactions and perspectives of stakeholders.</li> <li>• evaluate world sporting events in relation to what they show about the culture of participants and of global culture.</li> </ul>
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**OPTION 9: CULTURE AND FAMILY LIFE IN CHINA AND INDIA  
(15-25 hours)**

**Focus:** Students study cultural impacts on families in China and India.

**Outcomes:**

<b>Stage 5 Outcomes</b>
<p>Students:</p> <ol style="list-style-type: none"> <li>6. identify factors that promote cultural change or stability</li> <li>7. account for cultural similarities and differences within societies</li> <li>8. analyse different contexts, perspectives and interpretations of cultural beliefs and practices</li> <li>9. analyse culturally significant contemporary issues and events and evaluate them from a variety of cultural perspectives</li> <li>12. select and use a range of written, graphic and oral forms, including ICT, to analyse, describe and communicate about cultures</li> </ol>

<b>Students learn about:</b>	<b>Students learn to:</b>
<p><b>A study of the variety of families in the world's two most populous nations - China and India</b></p> <ul style="list-style-type: none"> <li>• family structure and size:               <ul style="list-style-type: none"> <li>- nature: nuclear or extended</li> <li>- family size</li> <li>- differences in size and structure, rural and urban</li> <li>- changes in size over time?</li> </ul> </li> <li>• the role of children in families:               <ul style="list-style-type: none"> <li>- variety of male and female roles</li> <li>- valuing male and female children</li> <li>- population statistics for boys and girls</li> <li>- ceremonies and celebrations at the birth of a child</li> </ul> </li> <li>• The role and importance of other family members such as mothers, fathers and in-laws:               <ul style="list-style-type: none"> <li>- roles and status variations with gender or age</li> <li>- involvement of members of the family in childrearing and housework</li> <li>- changing roles over time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• recognise the types and sizes of families in China and India and how these may vary within each country and in rural and urban areas</li> <li>• research and analyse statistics available that show family size over time</li> <li>• identify the roles of children in families that may include helping with housework, farm work or other forms of labour</li> <li>• research the cultural importance of children and how birth is celebrated</li> <li>• explain how different cultures place value on the number and gender of children in a family and variations within cultures</li> <li>• analyse population statistics for gender balance</li> <li>• analyse gender roles and culture and how they may change over time</li> </ul>

<ul style="list-style-type: none"> <li>• The impact of government on families <ul style="list-style-type: none"> <li>- support for families</li> <li>- impact of government policies on families</li> <li>- differences within a country, for example, in China, one child policy and minority ethnic groups.</li> <li>- reasons for policies and their impact on family life</li> <li>- laws enacted to protect children and other family members (from abuse and exploitation)</li> </ul> </li>   <li>• impact of technology and economic change on families <ul style="list-style-type: none"> <li>- global communication (demonstration effect)</li> <li>- entrepreneurship</li> <li>- private ownership</li> <li>- breakdown of religious tradition (e.g. castes)</li> <li>- opening of economy to globalisation and trade</li> </ul> </li>   <li>• cultural differences within and between China and India</li> </ul>	<ul style="list-style-type: none"> <li>• compare the variation in support provided to families in China and India</li> <li>• investigate government policies including, China's One Child Policy; (including the concerns that led to its introduction, the methods used to get the Chinese population to comply with it and its impact on family life)</li> <li>• identify the protection given to children and families under the law, such as rules against child labour, minimum ages for marriage, bans on suttee and dowries in India</li>   <li>• analyse the impact on families of technological change and economic growth</li> <li>• explain cultural change resulting from technological and economic change and identify cultural resistance to change</li>   <li>• explain why the government responses to population growth have been different in each country and with different groups within a country.</li> </ul>
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## OPTION 10: CULTURE AND FOOD (15-25 hours)

**Focus:** Students study a variety of ways in which culture is created and expressed through food

### Outcomes:

Stage 5 Outcomes
<p>Students:</p> <p>6. identify factors that promote cultural change or stability</p> <p>7. account for cultural similarities and differences within societies</p> <p>8. analyse different contexts, perspectives and interpretations of cultural beliefs and practices</p> <p>10. describe the complex, interrelated nature of cultures</p> <p>11. apply knowledge, understanding and skills for effective participation in a culturally diverse society</p>

Students learn about:	Students learn to:
<p><b>1. FOOD</b>  <b>Use examples from different cultures.</b></p> <ul style="list-style-type: none"> <li>• the function food plays in culture including:               <ul style="list-style-type: none"> <li>- sustenance</li> <li>- expression of welcome</li> <li>- symbol of generosity</li> <li>- expression of social status</li> <li>- important part of religious and secular celebrations</li> <li>- social experience (e.g. communal collecting, harvesting, preparation and consumption)</li> </ul> </li> <li>• etiquette and custom associated with food in different cultures including:               <ul style="list-style-type: none"> <li>- rituals prior to eating</li> <li>- cleansing/prayer etc</li> <li>- rules regarding use of utensils and hands</li> <li>- who eats when and where</li> <li>- behaviour and manners considered culturally acceptable</li> </ul> </li> <li>• religion, custom and food rules including:               <ul style="list-style-type: none"> <li>- food taboos: beef, pork, alcohol, halal and kosher food</li> <li>- fasting, for example, Ramadan,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• reflect on the way food plays a part in cultural expression</li> <li>• explain how cultural expressions reflected in food have changed</li> <li>• research and report on the functions of food for a number of different cultural groups</li> <li>• identify examples of the use of food by people from different cultural backgrounds</li> <li>• identify the importance of etiquette in different cultures</li> <li>• research the origin of a variety of cultural and religious food taboos</li> <li>• explain the interconnectedness of religion, custom and food rules</li> </ul>

<p>Lent</p> <ul style="list-style-type: none"> <li>- vegetarianism as religious observance</li> <li>- use of food in religious ceremonies and as offerings</li> <li>- exceptions to food rules</li> </ul> <ul style="list-style-type: none"> <li>• use of food in celebrations, festivals and rituals e.g. those associated with end of Ramadan, Passover, Christmas, Chinese New Year, Birthdays/name days, betrothals, weddings and funerals</li> </ul> <p><b>At least ONE study of the foods and food practices of a particular cultural group from the Asian region.</b> This study should include the elements covered above of function, etiquette and custom</p>	<ul style="list-style-type: none"> <li>• identify examples of foods associated with important days within belief systems</li> <li>• explain the significance of celebratory days/festivals and how this is reflected in food</li> <li>• identify the interconnectedness between food, beliefs and customs of a particular culture</li> </ul>
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## OPTION 11: CULTURE, SCIENCE, TECHNOLOGY AND CHANGE

Students explore the way particular scientific and technological developments affect culture and vice versa, and look at historical and contemporary technological developments – examining how they are spread and how they impact on culture.

### Outcomes:

Stage 5 Outcomes
<p>Students:</p> <ol style="list-style-type: none"> <li>1. acquire a body of knowledge about culture and its significance</li> <li>3. identify cultural diversity within nations and throughout the world</li> <li>4. describe the complex and changing nature of cultures</li> <li>7. account for cultural similarities and differences within societies</li> <li>8. identify gather and evaluate information about cultures</li> <li>10. select and use a range of written, graphic and oral forms, including ICT, to communicate about cultures</li> </ol>

STUDENTS LEARN ABOUT	STUDENTS LEARN TO
<ul style="list-style-type: none"> <li>• <b>Scientific/technological discoveries of the past that have had a widespread impact on culture/cultural group*</b></li> </ul> <ul style="list-style-type: none"> <li>- What was developed?</li> <li>- Why was it developed?</li> <li>- Where was it developed?</li> <li>- What are the benefits of its development to both the culture of origin and other cultures?</li> </ul> <p>*Examples of original scientific and technological advances to investigate in various fields may include those from:</p> <ol style="list-style-type: none"> <li>a) Mesopotamia, including early writing, mathematics and astronomy</li> <li>b) China and Korea including navigation, the magnetic compass, printing and paper</li> <li>c) India, such as the modern numerical system</li> <li>d) Persia and the Islamic world, including mathematics (algebra), medicine, astronomy and architecture (Taj Mahal)</li> <li>e)</li> </ol> <p><b>At least 2 examples of scientific and technological discoveries with at least two being from Asia</b></p> <p><b>OR</b></p>	<ul style="list-style-type: none"> <li>– Describe the way specific scientific/technological discoveries of the past have impacted on culture/cultural group</li> <li>– Recognise that not all scientific and technological discoveries have been from Europe/North America, and that cultures in Asia have made very significant contributions</li> <li>– Evaluate the cultural impact of particular scientific and technological discoveries</li> <li>– Describe how life is different as a result of the adoption, and/or adaptation of the technology by a culture/cultural group</li> </ul>

<p><b>Examples of scientific and technological discoveries from one Asian country such as China or India</b></p> <ul style="list-style-type: none"> <li>• <b>the spread of ideas and inventions to other parts of the world in the past, such as:</b> <ul style="list-style-type: none"> <li>– trade routes e.g. Indian Ocean shipping and the Silk Road trade routes</li> <li>– exploration, invasion and migration</li> <li>– dissemination of knowledge by Islamic scholars into Europe in the Renaissance</li> <li>– colonialism e.g. British colonisation of India</li> </ul> </li> <li>• <b>the impact of technology on culture today, such as</b> <ul style="list-style-type: none"> <li>– changes to work</li> <li>– leisure and interpersonal relationships</li> <li>– the way people communicate with each other and share information</li> </ul> </li> </ul> <p><b>At least 2 examples of contemporary technological developments and how they impact on culture**</b></p> <p>**Examples may include:</p> <ul style="list-style-type: none"> <li>• mobile phones (with global audio and video conferencing facilities/internet capacity)</li> <li>• personal computers</li> <li>• the internet</li> <li>• computer games/ personal music technologies</li> </ul> <ul style="list-style-type: none"> <li>• <b>the cultural spread of ideas and inventions today</b> <ul style="list-style-type: none"> <li>– cooperation</li> <li>– global trade</li> <li>– mass media</li> </ul> </li> <li>• Differing perspectives on the benefits of technology</li> <li>• the use and adaptation of technology within existing cultures***</li> </ul>	<ul style="list-style-type: none"> <li>– Recognise the process of globalization that has been occurring since ancient times through trans-civilisation encounters</li> <li>– Explain the processes involved in the historical spread of technologies, ideas and practices in the world</li> <li>– Identify examples of contemporary technological developments</li> <li>– Examine how contemporary technological developments have changed aspects of culture</li> <li>– Understand the processes involved in the spread of technologies, ideas and practices in the world today</li> <li>– Discuss different viewpoints regarding the impact of technology on cultures.</li> <li>– Identify examples of the ways new technology is used or adapted to support existing cultural practices</li> </ul>
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\*\*\*Examples may include:

- mobile phones that can alert Muslim users of prayer times and assist in confirming the direction of Mecca
- Diwali/Deepevali celebrations enhanced with electronic light shows
- allocation of mobile telephone numbers that reflect Chinese numerology

## OPTION 10: SCHOOL DEVELOPED OPTION (15-25 hours)

**Focus:** This option provides an opportunity for students to develop their knowledge and understanding of a particular area of learning of relevance and interest to them that is not studied through the core or options.

### Outcomes:

Stage 5 Outcomes
<p>Students:</p> <ol style="list-style-type: none"> <li>1. analyse a variety of definitions of culture and how they may apply across a range of societies</li> <li>2. identify historical and contemporary influences on Australian culture and society</li> <li>3. account for cultural diversity within Australia and other countries</li> <li>4. recognise the nature and contexts of cultural stereotyping</li> <li>5. analyse the impacts of stereotyping on different cultural groups</li> <li>6. identify factors that promote cultural change or stability</li> <li>7. account for cultural similarities and differences within societies</li> <li>8. analyse different contexts, perspectives and interpretations of cultural beliefs and practices</li> <li>9. analyse culturally significant contemporary issues and events and evaluate them from a variety of cultural perspectives</li> <li>10. describe the complex, interrelated nature of cultures</li> <li>11. apply knowledge, understanding and skills for effective participation in a culturally diverse society</li> <li>12. select and use a range of written, graphic and oral forms, including ICT, to analyse, describe and communicate about cultures</li> <li>13. recognise cultural differences when communicating across cultures</li> </ol>

**Note:** Only one school developed option can be studied within either a 100 or 200 hour course.

Students learn about:	Students learn to:
<ul style="list-style-type: none"> <li>• a specific area of interest in cultural understanding</li> <li>• addressing stereotypes and prejudice</li> <li>- analysing issues and future scenarios</li> <li>- using the internet and other secondary</li> </ul>	<ul style="list-style-type: none"> <li>• outline an area of interest for research</li> <li>• justify research area in terms of its significance, relevance and interest</li> <li>• identify stereotypes and prejudice</li> <li>• identify the processes to be followed in conducting research</li> <li>• conduct research using a range of methods including information and</li> </ul>

<p>sources for research</p> <ul style="list-style-type: none"> <li>- exploring different values and ethical perspectives</li> <li>- reflecting on and evaluating learning processes and outcomes achieved</li> <li>- methods of communicating</li> </ul>	<p>communication technologies</p> <ul style="list-style-type: none"> <li>• recognise different values and perspectives</li> <li>• reflect and evaluate the learning achieved in relation to knowledge, skills and values</li> <li>• communicate finding through a range of media including computer-based technologies</li> </ul>
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## Assessment – HSIE: International Studies

### School Certificate Assessment

Across the course a number of assessment tasks will be set. These tasks will include test and non-test tasks. Several of the assessment tasks, incorporating test and non-test tasks, will be identified and use for the purpose of allocating School Certificate grades.

### General performance descriptors

For awarding grades in School Developed Board Endorsed Courses, the Board's general performance descriptions will be used. The general performance descriptors describe performance at each of five grade levels:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

### Assessment for Learning

*Assessment for learning* in International Studies is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of International Studies will provide students with opportunities in the context of everyday classroom activities, as well as through planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

### Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

### **Assessment for learning:**

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**  
In practice, this means:
  - teachers reflect on the purposes of assessment and on their assessment strategies
  - assessment activities allow for demonstration of learning outcomes
  - assessment is embedded in learning activities and informs the planning of future learning activities
  - teachers use assessment to identify what a student can already do.
- **clearly expresses for the student and teacher the goals of the learning activity**  
In practice, this means:
  - students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
  - students receive feedback that helps them make further progress.
- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**  
In practice, this means:
  - teachers use tasks that assess, and therefore encourage, deeper learning
  - feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
  - assessment is an integral component of the teaching-learning process rather than being a separate activity.
- **provides ways for students to use feedback from assessment**  
In practice, this means:
  - feedback is directed to the achievement of standards and away from comparisons with peers
  - feedback is clear and constructive about strengths and weaknesses
  - feedback is individualised and linked to opportunities for improvement.
- **helps students take responsibility for their own learning**  
In practice, this means:
  - assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.
- **is inclusive of all learners**  
In practice, this means:
  - assessment against standards provides opportunities for all learners to achieve their best
  - assessment activities are free of bias.

### **Choosing Assessment Strategies**

Planning for assessment is integral to programming for teaching and learning. In a standards-referenced framework, teachers assess student performance on tasks in relation to course outcomes and make on-balance judgments about student achievement. Assessment relies on the professional judgment of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the course and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgments will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase enabling students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Teachers of International Studies should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the course standards and also supports teachers in making consistent and comparable judgments of student achievement in relation to these standards.

In planning for assessment in International Studies it is important for teachers to consider:

- the requirements of the course
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of International Studies need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgment of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of International Studies to make consistent judgments to meet the various reporting requirements that the system, school and community may have.

International Studies particularly lends itself to the following assessment techniques:

### **Inquiry-based research assignments and projects**

Assessment activities might include independent research tasks to investigate issues and processes, a web-based research assignment, or the development of a media portfolio.

When this technique is used for assessment purposes, students could be assessed on their ability to:

- gather and analyse information
- research information
- communicate information.

### **Fieldwork activities**

Assessment activities might include pre-fieldwork and post-fieldwork tasks as well as the actual fieldwork itself (eg the development of a questionnaire to be used in the fieldwork, the collection of information in the field, and the writing up of a report to communicate the fieldwork findings).

**Presentations**

Assessment activities might include prepared and impromptu oral presentations, role-plays, poster presentations, prepared video/audio tapes and displays.

When these techniques are used for assessment purposes students could be assessed on their ability to:

- participate in scenarios
- communicate geographical information effectively using oral and graphical forms.

**Peer assessment**

International Studies encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contributions of individuals to a group task, and reflecting on a peer presentation.

**Self-assessment**

In International Studies, students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect on their progress towards the achievement of the course outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process that becomes increasingly more sophisticated and self-initiated as a student progresses.