Society and Culture Association

Founded 1984

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The House of Representatives Standing Committee on Education
Parliament of Australia
Canberra ACT

The Enquiry into Building Asia Capacity through the Education System and Beyond

We are writing this submission on behalf of our membership of Society and Culture teachers in NSW. Whilst the current HSC Society and Culture syllabus does not mandate studies in Asia. Schools can select which cultures and counties they study in the various sections of the course but typically, the choices made by schools to deliver a detailed study with an Asia focus with prominent examples featuring studies on China, Japan, Indonesia, India, Afghanistan, Vietnam, South Korea and Timor Leste. This quality of study at the senior secondary level brings the opportunity for the delivery of significant Asia cultural literacy in the education of the 5000 students who compete our course each year. In addition, the Personal Interest Project undertaken by HSC students in our course can further an interest in Asian societies or cultures by completing a social research project of their own choosing. Our course thus offers genuine and meaningful chances for teachers and students to engage with and learn about Asia.

A gap in the NSW curriculum is a course offering that genuinely promotes the detailed understanding of a diverse range of cultures in our region for our junior and middle school students. This was not always the case, and from 1980s through to 2004 there was a strong commitment to specialist subjects such as Asian Social Studies offered in many schools. Unfortunately, subject was removed from the NSW Curriculum in an Executive order from the then Deputy Premier and Minister for Education, Hon. Andrew Refshauge.
The context for this is quite compelling. Between 2001-2003 the NSW Board of Studies (now NESA) convened the Human Society and Its Environment Years 7-10 Board Curriculum Committee to review and write a new syllabus designed to replace a range a smaller subject 7-10 syllabuses: Asian Social Studies, Studes in Society and Studies in Religion, and have these effectively combined into a new course **Cultures, Societies and Identities (CSI)** (Years 7 -10). It was created to respond to the needs of students in dealing with their rapidly changing world and offered them elective options in education that would truly engage them with their learning. In 2003, the Board of Studies, at its May meeting approved the draft CSI syllabus. This approval was the culmination of many drafts, meetings and consultation with schools and the wider community that began in November 2001. As Chair of the Social and Cultural Studies Board Curriculum Committee during the syllabus development process, Marshall Leaver was inspired by the opportunity this course offered to NSW schools. CSI is a course that was dynamic and innovative for its time and aimed carve out a distinctive niche in HSIE. The syllabus features topics such as:

- Asia-Pacific Cultures and Societies
- Youth Identity and Cultural Expression
- Conflict and Conflict Resolution
- Youth and Citizenship.

Just prior to the expected distribution of the syllabus to schools, Minister Refshauge requested that the Board of Studies justify why this course should exist, arguing that the skills and content of CSI could adequately be covered in History and Geography. However, these courses were so content heavy that they presented a real challenge to complete them in the available time. Moreover, they feature a predominately 'Australia' focus. There was no dispute that study of Australia is worthwhile, rather a concern for how students of History might come to a meaningful understanding of other cultures exclusively through a brief study of the Vietnam War, for instance.

In subsequent meetings with Refshauge and members of the syllabus committee, the Minister could not effectively counter the arguments as to the relevance and importance of this course and pronounced that he had the authority to make this decision, and he did. A potential reading of the real motif for this decision was that the Premier at this time, Hon. Bob Carr was deeply committed to the study of History and did not want a course that could draw students away from electing History options. Decision such as this are examples of historical decision making that have hampered opportunities for genuine growth in Asian literacy and awareness in NSW schools.

The NSW Department of Education did in subsequent years has offered the options for schools to teach a Board Endorsed subject known as International Studies but it largely focused on a range of exotic aspects of Asian cultures, for example food and sports and had limited engagement with contemporary issues. A review of this course as it currently stands for use in Stage 5, perhaps in line with some of the concepts and content included in the proposed CSI syllabus might be a new chance to maximise student engagement with Asian studies. Details of the course content are copied in the Appendix to this submission for your reference. The Society and Culture Association applaud the Parliamentary Review into teaching and learning with an Asian focus and offers encouragement and our expertise to assist in this process of developed relevant Asia literate course across the Australian curriculum.

Sincerely,

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Appendix:
Cultures, Society and Identities
Draft Syllabus

Introduction

The syllabus aims to develop the students' achievement in Cultures, Society and Identities through knowledge, understanding, skills, values and attitudes that develop their awareness of the cultures of Asia and also enhance to their awareness of the own Australian culture.

Rationale

The Cultures, Society and Identities syllabus provides opportunities for students to learn about the complexity and diversity of cultures and societies. It offers students the opportunity to engage in critical, analytical and reflective learning about cultures, societies, their own identity, and their place in the contemporary world. This can assist students to understand the factors that influence the personal, social and cultural identity of individuals and groups.

Cultures, Society and Identities utilises an interdisciplinary approach to learning, building on the content, ways of thinking and methodologies of a number of disciplines including those of sociology, social anthropology, social psychology, history and geography. Through these disciplines students investigate and evaluate a range of aspects of societies and their cultures, including issues of personal and cultural identity, both within Australia and internationally. This provides insights for students to better understand society, to be able to positively contribute to society and to address issues relevant to young people and their future.

Cultures, Society and Identities fosters the development of interpersonal skills necessary for positive interaction with individuals and groups from a wide range of societies, cultures and perspectives. Underpinning this interaction is the need for students to use the inquiry process and to understand, experience and use a variety of appropriate information and communication technologies.

These skills, along with those needed for collaborative decision-making, are incorporated into the course structure. As a result, students will be better prepared for lifelong learning and for positive participation in their rapidly changing world.

Aim

The aim of the Cultures, Society and Identities Syllabus is to enable students to explore personal, cultural and social identity, understand contemporary and traditional Asian cultures and societies, and to appreciate the diversity of human experiences, in their own society as well as in other societies. The syllabus encourages students to develop an understanding of citizenship issues and become actively involved in promoting a just and equitable society.

Objectives

Knowledge, understanding and skills

Students will develop:

- ❑ knowledge and understanding about the complexity and diversity of cultures and societies
- ❑ knowledge and understanding of contemporary cultural and social issues
- ❑ understanding of factors that contribute to the personal, social and cultural identity of individuals and groups
- ❑ understanding of the experiences of young people and the rights and responsibilities of individuals and groups
- ❑ skills needed to effectively participate in society
- ❑ skills for planning, researching, analysing, evaluating and communicating independently and collaboratively.

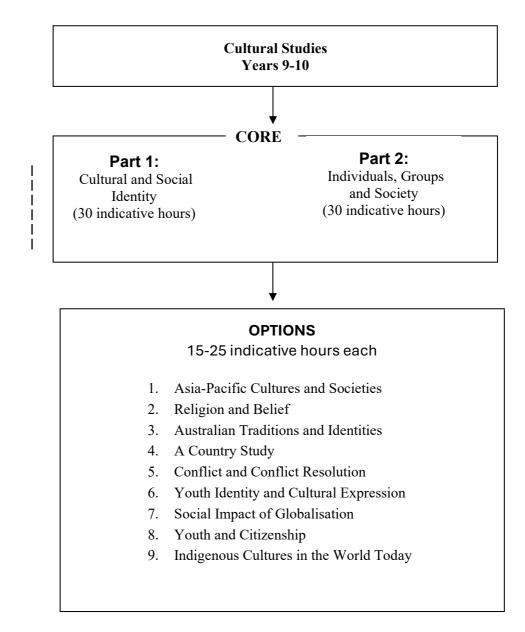**Values and attitudes**

Students will value and appreciate:

- ❑ the diversity of human experiences within, and across, a variety of cultures and societies
- ❑ that different values underpin different cultures and societies
- ❑ the importance of social justice and equity in their own society and other societies
- ❑ the importance of reflecting on their own learning for successful life-long learning.

Outcomes

Objectives	Stage 5 Outcomes
Students will develop:	A student:
knowledge and understanding about the complexity and diversity of cultures and societies	5.1 explains the complex nature of culture and society 5.2 describes the similarities and differences in cultures and societies
knowledge and understanding about contemporary cultural and social issues	5.3 analyses contemporary issues in cultures and societies
	5.4 assesses strategies and solutions different societies use to deal with contemporary cultural and social issues
understanding of factors that contribute to the personal, social and cultural identity of individuals and groups	5.5 explains how a range of factors impact on the personal, cultural and social identities of individuals and groups
understanding of the experiences of young people and the rights and responsibilities of individuals and groups	5.6 explains the concept of youth and how this differs across cultures
	5.7 explains the differing experiences of young people locally and globally
	5.8 explains rights and responsibilities of individuals and groups in different societies
skills for effective participation in society	5.9 applies skills for effective participation in society
skills for researching, analysing, evaluating and communicating independently and collaboratively	5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings
	5.11 implements strategies to address individual and group goals

Content

The content is organised into essential and additional content. The core and options may be studied in any order or pattern.

**Cultural Studies
Years 9-10**

CORE

Part 1:
Cultural and Social
Identity
(30 indicative hours)

Part 2:
Individuals, Groups
and Society
(30 indicative hours)

OPTIONS
15-25 indicative hours each

1. Asia-Pacific Cultures and Societies
2. Religion and Belief
3. Australian Traditions and Identities
4. A Country Study
5. Conflict and Conflict Resolution
6. Youth Identity and Cultural Expression
7. Social Impact of Globalisation
8. Youth and Citizenship
9. Indigenous Cultures in the World Today

For the purposes of this syllabus, Asia-Pacific is defined as the region from west Asia/Middle East, southern, north-east and south east Asia, Melanesia to the Pacific Islands as far east as Po

Content for Years 9–10

CORE: PART 1   Cultural and Social Identity (30 indicative hours)

Focus: Students investigate culture and society in Australia, the Asia-Pacific region and the world through an understanding of the concepts of culture, youth, group identity and a recognition of the differing experiences of young people.

Outcomes:
A student:
5.1 explains the complex nature of culture and society
5.2 describes the similarities and differences in cultures and societies
5.3 analyses contemporary issues in cultures and societies
5.4 assesses strategies and solutions different societies use to deal with contemporary cultural and social issues
5.5 explains how a range of factors impact on the personal, social and cultural identities of individuals and groups
5.6 explains the concept of youth and how this differs across cultures
5.7 explains the differing experiences of young people locally and globally
5.8 explains rights and responsibilities of individuals and groups in different societies
5.9 applies skills for effective participation in society
5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings
5.11 implements strategies to address individual and group goals

Students learn about:	Students learn to:
Concept of culture	

• aspects of culture
  - religion beliefs and values
  - language
  - customs, traditions and heritage
  - clothing and food
  - creative arts
  - technology
	• describe what is meant by culture
	• explain how aspects of culture combine to make a group of people distinctive
	
	• explain how aspects of culture help form the identity of distinct groups of people

Students learn about:	Students learn to:

Concept of Society
 	
• aspects of society
  - demographic diversity
  - social groups and networks
  - institutional organisations
  - international relations
	• explain how aspects of society interact and contribute to a sense of community and society

Diversity of cultures
• global cultural diversity:
  - different cultures across the world
  - similarities and differences between cultures across the world
	• discuss the term 'diversity' in the context of cultures
	• recognise that within one country there are many cultural groups
	• select and locate three cultures for a brief cross cultural case study:
	  - recognise similarities and differences among these cultures
	  - explain reasons why similarities and differences between cultures occur

• local diversity:
  - different cultures within a country
  - different cultures within a group of people
	• identify and describe characteristics of different cultural groups in one society
	• discuss how an individual can belong to more than one cultural group at a time

Culture and Identity
 	
• factors contributing to cultural identity
  - group
  - personal
	• identify factors that create group identity
	• record in a journal, examples of cultural and social factors that have contributed to personal identity

• youth culture and personal identity
  - different perceptions of youth in Australia
  - youth cultures and personal identity
	• distinguish between the term 'youth' and 'young people'
	• recognise that different individuals and groups define youth differently
	• discuss factors that enable young people to be identified as a cultural group
	• investigate factors which create youth cultures and how youth culture impacts on the personal, social and cultural identity of young people

Students learn about:	Students learn to:
	• investigate the similarities and differences between young people's experiences in Australia and ONE other country/society from the Asia-Pacific

CORE: PART 2   Individuals, Groups and Society (30 indicative hours)

Focus: Students investigate the interactions, rights and responsibilities of individuals and groups in society.

Outcomes:

A student:

5.1 explains the complex nature of culture and society

5.2 describes the similarities and differences in cultures and societies

5.3 analyses contemporary issues in cultures and societies

5.4 assesses strategies and solutions different societies use to deal with contemporary cultural and social issues

5.5 explains how a range of factors impact on the personal, social and cultural identities of individuals and groups

5.6 explains the concept of youth and how this differs across cultures

5.7 explains the differing experiences of young people locally and globally

5.8 explains rights and responsibilities of individuals and groups in different societies

5.9 applies skills for effective participation in society

5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings

5.11 implements strategies to address individual and group goals

Students learn about:	Students learn to:
• the interactions between individuals, groups and government in one society	• describe the interactions individuals, groups and government have in: - the community - the workplace - a selected example of a wider social context • identify specific examples that illustrate both positive and negative interactions between individuals, groups and government

Students learn about:	Students learn to:
• the rights and responsibilities of individuals, groups and government	• explain the mutual rights and responsibilities of individuals, groups and government
• human rights: - civil and political rights - economic, social and cultural rights - the right to self determination	• recognise that all people have rights • explain the origin of the concept of human rights • identify the different types of human rights and explain the differences between them
• the competing views in societies of: - rights of the individual - rights of different groups - rights of society as a whole	• recognise the existence of different human rights priorities across different societies • propose, and justify, solutions that a society might develop to resolve competing views about human rights
EITHER: • a specific issue related to human rights across different cultures and societies	**EITHER:** • use appropriate methodologies to research an issue related to human rights • develop and present a multi-media presentation or design a web page illustrating the findings of their research related to rights/human rights
OR: • the implementation of human rights within a selected country	**OR:** • use appropriate methodologies to research how human rights are implemented within a selected country • develop and present a multi-media presentation or design a web page illustrating the findings of their research related to human rights

OPTIONS

Each option may be studied for between 15 – 25 indicative hours depending on the level of student interest and needs and the availability of school resources.

Option 1   Asia-Pacific Cultures and Societies

Focus: Students investigate cultures and societies of countries in the Asia-Pacific through cross-cultural comparisons. This study explores the changing nature and possible future directions for these countries.

Outcomes:
A student:
5.1 explains the complex nature of culture and society
5.2 describes the similarities and differences in cultures and societies
5.3 analyses contemporary issues in cultures and societies
5.4 assesses strategies and solutions different societies use to deal with contemporary cultural and social issues
5.5 explains how a range of factors impact on the personal, social and cultural identities of individuals and groups
5.9 applies skills for effective participation in society
5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings
5.11 implements strategies to address individual and group goals

Students learn about:	Students learn to:

Aspects of culture in two Asian and/or Pacific countries:	• select two Asian and/or Pacific countries for case study
	
	• describe how aspects of culture in the two countries combine to make the people of the countries, or a group of people within the countries, distinctive
	
	• identify and describe the similarities and differences between aspects of the societies in the selected countries such as:
	  - social organisations
	  - religion
	  - institutional organisations

Students learn about:	Students learn to:

Change and continuity
 	
• social and changes and continuities:
   - family structure
   - gender roles
   - religious beliefs
	• explain how the social structure of the two countries have aspects that have continued and others that have changed over time

• economic changes and continuities:
   - quality of life
   - education
   - health
   - employment
 	
Possible futures
	• use the internet to research social and economic continuities and changes taking place within two countries

• case study of possible futures for the TWO selected countries	• create possible futures for the two countries by considering what the future of each country would be like in terms of:
	   - Future 1: high social change and high economic change
	   - Future 2: high social change and low economic change
	   - Future 3: low social change and high economic change
	   - Future 4: low social change and low economic change

Option 2   Religion and Belief

Focus: To provide students with the opportunity to study specific religions and/or belief systems, and to investigate the ways in which these interact with, and influence, other aspects of particular cultures.

Schools may choose to EITHER study similarities and diversity across TWO religions and/or belief systems OR study similarities and diversity within one religion/belief system as it interacts differently within TWO countries.

Outcomes:
A student:
5.2 describes the similarities and differences in cultures and societies
5.3 analyses contemporary issues in cultures and societies
5.4 assesses strategies and solutions different societies use to deal with contemporary cultural and social issues
5.5 explains how a range of factors impact on the personal, social and cultural identities of individuals and groups
5.9 applies skills for effective participation in society
5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings
5.11 implements strategies to address individual and group goals

Students learn about:	Students learn to:
Religion and beliefs	
• the nature of religions/belief systems	• identify examples of religions/belief systems in various cultures
• the similarities and differences between religious and non-religious (secular) beliefs	• describe the similarities and differences between a religious and non-religious (secular) belief system

• components of religions/belief systems:
  - rituals
  - stories/sacred texts
  - use of religious places
  - leaders
  - symbols
  - world views
  - language
  - beliefs about major events in life cycles
	• identify and define the components of religion/belief systems
	
	• describe the diversity of activities that form part of religions/belief systems
	
	• explain how stories reflect beliefs
	
	• analyse how rituals, including life cycles, are an expression of religious and secular belief systems

• the role of religion/belief systems in the life of:
  - the individual
  - the community
	• recognise how religion impacts on the life of:
	  - individuals
	  - the community

Students learn about:	Students learn to:

Case study:
 	
EITHER
 	
• The nature and components of TWO religions/belief systems:
  - historical background
  - components
  - values related to morality
 	
• interaction of the TWO religions/belief systems with two aspects of society, including:
  - social welfare
  - attitudes to land and environment
  - role of women
	• use appropriate methodologies to research the nature of at least TWO religions/belief systems including:
	  - brief historical background
	  - components
	  - values related to morality
	
	• devise questions and research information about the interaction of each religion/belief system and TWO aspects of society
	
	• examine areas of cooperation and conflict within the interactions of each religion/belief system and TWO aspects of society
	
	• use word processing applications to communicate the results of the research

OR
 	
• ONE religion/belief system as it interacts differently with aspects of culture within TWO countries
	• identify ONE religion/belief system that is practised in TWO different countries
	
	• use appropriate methodologies to research the nature of the ONE religion/belief system including:
	  - brief historical background
	  - components
	
	• explore the impact of the religion/belief system within EACH country by:
	  - individuals
	  - religious institutions
	  - non-religious institutions

• similarities and differences in the interactions by individuals, religious institutions and non-religious institutions with the religion/belief system in EACH of the TWO countries	• discuss similarities and differences in the interactions by individuals and groups with the religion/belief systems in EACH country • use word processing applications to communicate the results of the research

Option 3   Cultural Traditions and Identities in Australia

Focus: Students investigate one immigrant cultural group within Australia, exploring how and why this group has maintained its cultural traditions as well as adopted and adapted different cultural practices.

Outcomes: A student:	
5.1 explains the complex nature of culture and society 5.2 describes the similarities and differences in cultures and societies 5.3 analyses contemporary issues in cultures and societies 5.4 assesses strategies and solutions different societies use to deal with contemporary cultural and social issues 5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings 5.11 implements strategies to address individual and group goals	
Students learn about:	**Students learn to:**

Cultural traditions
 	
• the aspects of ONE immigrant cultural group within Australia
 	
• the traditions of members of this cultural group in Australia compared with their places of origin:
  - when they left their places of origin
  - currently
 	
Cultural Change in the country of origin
 	
• how aspects of the culture have changed in its place of origin
	• explain how aspects of culture make the immigrant cultural group in Australia distinctive
	
	• interview older members of the cultural group about traditions and cultural practices in their places of origin at the time they migrated Australia
	• describe aspects of the cultural group in Australia that have changed from its place of origin
	
	• research cultural practices in these places today
	
	• compare and contrast cultural practices across place and time, reflecting on the nature and degree of changes

Students learn about:	Students learn to:

Cultural traditions in Australia
 	
• survival and maintenance of traditional immigrant culture in Australia
 	
• how the cultural group has maintained aspects of its culture within Australia:
  - memories of older family members
  - clothing and food
  - family events
  - ethnic community organisations
  - ethnic media
  - religious organisations and ceremonies
  - sport/entertainment events
	• identify ways that a cultural group or its communities maintain aspects of traditional culture while living in Australia
	
	• report on reasons for, and the values that underpin, the maintenance of cultural traditions after arrival in Australia

Cultural Change in Australia
 	
• changes to aspects of a traditional culture in Australia
 	
• causes of change, such as:
  - education
  - language
  - mass media
  - employment
  - peer pressure/public pressure
  - legislation
  - cultural mixing
	• identify changes to some aspects of the traditional immigrant culture in Australia
	
	• describe how change occurrs within the culture
	
	• identify examples where cultural groups or individuals have chosen to abandon their traditional cultural practices and adopt the cultural practices of the wider community
	
	• discuss the possible explanations for the adoption of local cultural practices
	• reflect how cultural change has influenced individual and group identity

Option 4   A Country Study

Focus: Students conduct an in-depth study of aspects of culture within a selected country other than
Australia and the interactions between aspects of culture.

Outcomes: A student:	
5.1 explains the complex nature of culture and society	
5.2 describes the similarities and differences in cultures and societies	
5.3 analyses contemporary issues in cultures and societies	
5.4 assesses strategies and solutions different societies use to deal with contemporary cultural and social issues	
5.5 explains how a range of factors impact on the personal social and cultural identities of individuals and groups	
5.9 applies skills for effective participation in society	
5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings	
5.11 implements strategies to address individual and group goals	
Students learn about:	**Students learn to:**
ONE country other than Australia • geographic factors which influence culture and society in the selected country • historical factors which influence culture and society in the selected country	• identify geographical factors including climate, landform and demography that influence the country's culture and society • identify major historical factors that have influenced the country's culture and society - major events, internal and external interactions impacting on culture and social change over time

• aspects of culture within the selected country
  - religion beliefs and values
  - language
  - customs, traditions and heritage
  -
  - clothing and food
  - creative arts
  - technology
	• identify aspects of culture within the country
	
	• recognise the ways these aspects of culture interact with each other within the country
	
	• examine the degree of cultural diversity within the country and the impact this has on group/community and/or national identity

Students learn about:	Students learn to:

• aspects of society within the selected country:
  - demographic diversity
  - social organisation
  - institutional organisations
  - international relations
	• identify and explain the role and influence of the aspects of society in the country
	
	• work cooperatively in groups by:
	  - selecting an aspect of culture or society within the selected country
	  - researching the chosen aspect in detail, examining how it is influenced by, and influences, aspects of culture or society within the selected country
	  - presenting the group's findings using a multi-media presentation to a specified audience

Contemporary Issue • A contemporary issue related to one aspect of culture or one aspect of society within the selected country	• research and report on a contemporary issue in the country

Option 5   Conflict and Conflict Resolution

Focus: Students investigate conflict, conflict resolution and problem solving at an interpersonal and community level in a local or global context.

Outcomes:
A student:
5.1 explains the complex nature of culture and society
5.2 describes the similarities and differences in cultures and societies
5.3 analyses contemporary issues in cultures and societies
5.4 assesses strategies and solutions different societies use to deal with contemporary cultural and social issues
5.9 applies skills for effective participation in society
5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings
5.11 implements strategies to address individual and group goals

Students learn about:	Students learn to:
Individual and Community	
• the nature of conflict at an individual and community level	• describe the meaning of the term 'conflict' in different contexts
	• explain how conflict can be used for positive purposes
• conflict between individuals: - home - school - work	• identify different situations at home, school and work where conflict can occur

Students learn about:	Students learn to:

• conflict within groups:
   - school
   - community
	• recognise the causes of conflict within groups in a school and in the community
	
	• reflect on ONE conflict within groups in school or the community and explain different viewpoints about the conflict
	
	• examine:
	   - causes of the conflict
	   - how conflict is reported
	   - possible solutions
	   - effect of solutions on groups

Government
 	
• conflict between groups and government
	• identify a conflict between ONE of the following groups and government:
	   - family
	   - employees/employers
	   - community/pressure groups
	   - religious groups
	
	• investigate the following aspects of the conflict:
	   - causes
	   - positive and negative aspects of the conflict
	   - different viewpoints about possible solutions
	   - possible outcomes of the solutions to the conflict

Media • the role of the media in conflict	• describe how the media reports conflict in a variety of different contexts

Students learn about:	Students learn to:
Conflict resolution . • problem-solving and conflict resolution skills	 • investigate problem-solving and conflict resolution strategies that could be used in a variety of situations and apply them appropriately

• possible solutions to conflict situations	• devise possible solutions to TWO conflict situations using the following steps by identifying:
	  - causes of conflict
	  - competing interests of the groups
	  - scope for mediation by a third party
	
	• assess the effectiveness of possible solutions for long-term resolution of the conflict situations

• social cohesion that results from conflict resolution	• identify when conflict resolution leads to increased social cohesion

Option 6   Youth Identity and Cultural Expression

Focus: Students investigate the diversity of youth cultural expressions and their role in developing identity.

Outcomes:
A student:
5.5 explains how a range of factors impact on the personal, social and cultural identities of individuals and group
5.6 explains the concept of youth and how this differs across cultures
5.7 explains the differing experiences of young people locally and globally
5.9 applies skills for effective participation in society
5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings
5.11 implements strategies to address individual and group goals

Students learn about:	**Students learn to:**
Personal and cultural identity	
• factors affecting the development of personal and cultural identity: - family - friends - media - community traditions - national traditions and rituals	• research and report on factors that have helped to form their own personal identity • describe how traditions and rituals in their community help to form a part of their cultural identity
Youth cultural expression	
• the formation of youth cultural expression	• identify aspects of individual lifestyles that express youth culture
• youth cultural expression: - in their own life - in their own community	• describe how youth culture provides an avenue for individuals to develop their sense of personal identity
Media	
• influences of the media on youth cultural expression: - magazines, newspapers - television - advertising - music/art forms	• identify ways in which the media influence and support youth cultural expression

Students learn about:	Students learn to:

• the depiction of youth and youth culture in the media:
  - positive depictions
  - negative depictions
	• record in a journal how the media represent positive and negative perceptions of young people and youth culture

Gender	

• different gender experiences of young people in Australia	• recognise and identify similarities and differences of male and female experiences in:
	  - leisure activities
	  - opportunities in sport and work

• the impact of gender on youth culture in terms of:
  - location
  - access to technology
  - choices of entertainment
	• identify how residential location impacts on gender participation in various aspects of youth culture
	
	• describe similarities and differences between gender use of technology and participation in entertainment

Changing Youth Culture	
• appropriation (adoption and adaptation) of aspects of other cultures in the formation of youth identity	• recognise that different groups of young people have adopted and adapted aspects of youth cultural expression from other cultures and societies • compare similarities and differences of cultural expression by groups of young people • identify examples of cultural appropriation (adoption and adaptation) and offer possible explanations for it
Case Study	

• a case study of a selected youth culture/cultural group	• work cooperatively in groups by:
	  - selecting a youth culture/cultural group for study
	  - researching the youth culture/cultural group in detail, examining how personal and group cultural identity is created and expressed
	  - presenting the group's findings to a specified audience

Option 7   Social Impact of Globalisation

Focus: Students investigate the main forms of globalisation and the social impact of globalisation upon the sense of identity of different cultures and social groups.

Outcomes: A student:	
5.2 describes the similarities and differences in cultures and societies	
5.3 analyses contemporary issues in cultures and societies	
5.4 assesses strategies and solutions different societies use to deal with contemporary cultural and social issues	
5.5 explains how a range of factors impact on the personal, social and cultural identities of individuals and groups	
5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings	
5.11 implements strategies to address individual and group goals	
Students learn about:	**Students learn to:**
Globalisation	
- the concept of globalisation - increased influence of transnational corporations, international organisations and non-governmental organisations - erosion of influence of national governments over their own peoples	- define and describe globalisation - identify examples of the increased influence of transnational corporations, international organisations and non-governmental organisations - identify examples of erosion of influence of national governments over their own peoples
- the main types of globalisation - economic development/ consumerism - international cooperation - political activism by peoples Impact of globalisation	identify and give examples of types of globalisation from at least TWO different social groups around the world
- how globalisation can impact on the sense of identity of a social group or culture through: - use and absorption of goods, services and ideas - contact with tourists - the influence of the media - changes to the environment	- recognise that globalisation can change the identity of a social group and its culture - describe changes that have occurred to the sense of cultural identity of at least TWO different social groups

Students learn about:	Students learn to:
Resistance to globalisation	
• resistance to the process of globalisation	• recognise how some social groups are resisting the process of globalisation to maintain their sense of identity • use the internet to locate strategies being followed by at least TWO social groups around the world to maintain their cultural identity
Possible futures • possible futures for a specific social group and changes brought about by increased: - global interactions - tourism - contact with the media - attention to ecologically sustainable development	• identify aspects of at least TWO social groups that may change in the future due to increased: - global interactions - tourism - contact with the media - attention to ecologically sustainable development • explain advantages and disadvantages of the changes for the social group that might occur

Option 8   **Youth and Citizenship**

Focus: Students investigate the interaction between young people and authority and develop strategies to actively participate in society.

Outcomes:
A student:
5.1 explains the complex nature of culture and society
5.3 analyses contemporary issues in cultures and societies
5.6 explains the concept of youth and how this differs across cultures
5.7 explains the differing experiences of young people locally and globally
5.8 explains rights and responsibilities of individuals and groups in different societies
5.9 applies skills for effective participation in society
5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings
5.11 implements strategies to address individual and group goals

Students learn about:	Students learn to:
Power and authority	
• the meaning of the term 'power'	• record in a journal examples of power in their own life experiences
• the meaning of the term 'authority'	• reflect on examples of authority in their own life experiences
	• recognise that power and authority have both positive and negative consequences
• experiences of young people interacting with authority, including: - family - school - local community	• identify examples of experiences of young people and authority in areas of: - family situations - school - community involvement

Students learn about:	Students learn to:

Institutions and Young People
 	
• interactions between young people and institutions including:
   - the police
   - the courts
   - government departments
   - non-government organisations
   - community organisations
	• investigate a situation where a young person interacts with an institutional authority:
	   - describe the interaction
	   - recognise the impact of the interaction (positive and negative aspects)
	   - identify strategies used when interacting with institutions of authority
	   - reflect on strategies that were used and evaluate the effectiveness of the outcomes

Involvement of Young People
 	
• access, participation and involvement of young people in government and/or non-government decision-making
 	
• methods used by young people to express agreement/disagreement within a community:
   - informal methods
   - formal methods
	• research the possibility of access, participation and involvement of young people in decision-making
	
	• describe methods used by young people to express agreement/disagreement:
	   - informal methods
	   - formal methods
	• identify strategies that can be used to participate in decision-making at different levels

Decision making and participation in the community	

• a contemporary issue involving a specific decision by government that affects young people	• select a contemporary issue/decision affecting young people - local, state, national or international • outline a plan to formally express agreement/disagreement about the issue • create, through personal action, ONE formal method for expressing their agreement/disagreement about the issue
•	• evaluate the positive and negative results of using the ONE formal method to express their agreement/disagreement about the issue

Option 9   Indigenous Cultures in the World Today

Focus: Students investigate the diversity of indigenous cultures within Australia as well as globally through a comparative case study approach, focusing on young people.

Outcomes: A student:	
5.2 describes the similarities and differences in cultures and societies	
5.5 explains how a range of factors impact on the personal, social and cultural identities of individuals and groups	
5.6 explains the concept of youth and how this differs across cultures	
5.7 explains the differing experiences of young people locally and globally	
5.8 explains rights and responsibilities of individuals and groups in different societies	
5.10 independently applies cultural and social research methodologies to locate, select, organise and communicate information and findings	
5.11 implements strategies to address individual and group goals	
Students learn about:	**Students learn to:**
Indigenous cultures	
• the diversity of indigenous cultures: - in Australia - globally	• identify a range of indigenous cultures in Australia and globally • describe aspects of culture for ONE indigenous (Aboriginal or Torres Strait Islander) cultural group in Australia and ONE indigenous culture outside Australia
• aspects of indigenous cultures: - language - ethnicity - customs and traditions - sense of heritage - clothing and food - music, dance and drama - values and beliefs - sense of community	• identify and describe aspects of the Australian indigenous culture and one non-Australian indigenous culture

Students learn about:	Students learn to:
Case Study	
• TWO indigenous cultures from the perspective of young people • the specific roles of young people in the two indigenous cultures	• conduct a comparative case study of TWO indigenous cultures (at least ONE non-Australian indigenous culture) • recognise the specific roles of young people in the two indigenous cultures • identify the similarities and differences in the roles of young people in the two indigenous cultures
• the difficulties facing young people in the two indigenous cultures	• use appropriate methodologies to research difficulties young people might face in the two indigenous cultures in at least three of the following areas: - inter-generational problems - the legal system - education - employment and income - depiction in the media - health issues
Personal and Cultural Identity • the relationship between young people's development of personal identity and their indigenous cultural identity in the selected cultures	• identify and explain the aspects of indigenous culture that young indigenous people embrace or reject in the development in their: - personal identity - cultural identity
Possible futures • possible futures for indigenous cultures - impact of globalisation	• describe possible futures for the two indigenous cultures considering the impact of globalisation • identify the role young people will play in the possible futures for the two indigenous cultures