

<b>Task Name:</b> Research and In-Class Exam	<b>Unit:</b> Core: Continuity and Change
<b>Task Distributed:</b> 20/11/25	<b>Task Due:</b> Thursday 4 <sup>th</sup> December 2025 (8B)
<b>Task Type:</b> Research and In-Class Written Exam	<b>Syllabus Outcomes:</b> H1, H3, H4, H9, H10
<b>Task Weighting:</b> 30%	<b>Task number for Course:</b> 1

### Task Description:

#### Part 1: Independent Investigation (10 marks)

Students are to find **TWO** media articles (newspaper, magazine etc.) that deal with an issue or event in society that reflects social and/or cultural continuity and/or change. These articles can be:

- drawn from contemporary society more broadly
- related to the Focus Study: China

Try to select an article from the last two or three years. The article **SHOULD NOT** be an article that has been examined in class.

For each article, students are to write a **250-300 word response** that reflects the following:

- **Harvard Reference**
- **Summary:** Briefly summarise what the article is about. *What is the social change and/or continuity?* This should be no more than 2 sentences.
- **Analysis:** Apply the relevant syllabus dot points in the article. Does the article reflect:
  - Evolutionary change
  - Transformative change
  - Resistance to change
  - The impact of continuity and/or change at the micro, meso and/or macro levels
  - The impact of modernisation and/or westernisation
  - Social change theories

In applying and analysing the syllabus dot point, you should briefly explain how the example illustrates your understanding of the concept.
- **Evaluation:** Write a short evaluation where you consider the following questions:
  - *Is this change considered progress? Or is this continuity hindering social progress?*
  - *Which groups are benefiting from social change/continuity? Which are not?*

In this final section of the response, you should be assessing the social change/continuity in terms of what is revealed about the development of society.

*Students are permitted to show their teacher ONE chosen contemporary example and ONE draft of their response in preparation for this component of the task so they can receive general feedback.*

For both articles, students should be submitting **no more than 600 words in total**. These responses are to be submitted on the date of the task – **Thursday 4<sup>th</sup> December by 9am**. Students must provide a copy or a link to the article as part of this component of the task.

### Part 2: In-Class Task (20 marks)

On the day of the task, students will be expected to apply their knowledge of the syllabus, as well as their independent investigation, to exam style questions that address the Social and Cultural Continuity and Change syllabus.

This in-class exam will include *multiple choice*, *short* and *long answer questions*. Students should read the questions carefully so they can effectively apply knowledge. The exam will be modelled after section one of the HSC syllabus.

**Students will be allocated 45 minutes to complete this task – 40 min writing time, 5 minutes reading time.**

**A checklist appears below to help you prepare for this assessment.**

- I have revised and summarised the Social and Cultural Continuity and Change syllabus
- I have submitted a draft of ONE response for Part 1 to my teacher for feedback.
- I have reviewed the modelled response issued in class.
- I have completed the practice exam-style questions issued during class time.

## NESA Glossary of Key Words

- Analyse: Identify components and the relationships between them; draw out and relate implications
- Evaluate: Make a judgement based on criteria; determine the value of
- Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- Check the NESA Glossary of Key Words  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

### Details of Submission:

- Part 1 will be submitted on Google Classroom by 9am on **Thursday 4<sup>th</sup> December 2025**.
- Part 2 will be completed in class during your Society and Culture period **on Thursday 4<sup>th</sup> December 2025**.
- Students are NOT permitted to bring notes into the exam.
- Absences on the day will be dealt with in accordance with school policies.

## Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2025 Assessment Guide for more information.

## Feedback provided

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

## Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

## What Areas of Learning will this Assessment Task Report On?

In this task you will be assessed on your ability to:

- Evaluate and effectively apply social and cultural concepts.
- Analyse relationships and interactions within and between social and cultural groups
- Assess the interaction of personal experience and public knowledge in the development of social & cultural.
- Apply complex course language and concepts appropriate for a range of audiences and contexts
- Communicate complex information, ideas and issues using appropriate written, oral and graphic forms.

## Marking Criteria

### Part 1: Independent Investigation Article One

Marking Criteria	Mark
Provides a clear summary and detailed analysis of the issue of continuity and change that clearly reflects the syllabus. Evaluation demonstrates insight and a comprehensive assessment of the significance and impact of continuity/change. Presents a well-organised response that uses course concepts and is Harvard referenced.	5
Provides a summary and competent analysis of the issue of continuity and change that reflects the syllabus. Evaluation demonstrates competent knowledge and a clear assessment of the significance and impact of continuity/change. Presents an organised response that uses course concepts and is Harvard referenced.	4
Makes a sound summary and some analysis of the issue of continuity and change, with some links to the syllabus. Evaluation demonstrates some knowledge and assessment of the significance and impact of continuity/change. Presents an organised response that uses course concepts but may be inconsistent and is referenced.	3
Conducts a basic summary and limited analysis of the issue of continuity and change. Syllabus links may be unclear. Some reference to the significance of continuity and change. May refer to course concepts. Response may be too brief or disjointed, may be referenced.	2
Makes a limited attempt to identify continuity and change through an example. May be referenced.	1

### Independent Investigation Article Two

Marking Criteria	Mark
Provides a clear summary and detailed analysis of the issue of continuity and change that clearly reflects the syllabus. Evaluation demonstrates insight and a comprehensive assessment of the significance and impact of continuity/change. Presents a well-organised response that uses course concepts and is Harvard referenced.	5
Provides a summary and competent analysis of the issue of continuity and change that reflects the syllabus. Evaluation demonstrates competent knowledge and a clear assessment of the significance and impact of continuity/change. Presents an organised response that uses course concepts and is Harvard referenced.	4
Makes a sound summary and some analysis of the issue of continuity and change, with some links to the syllabus. Evaluation demonstrates some knowledge and assessment of the significance and impact of continuity/change. Presents an organised response that uses course concepts but may be inconsistent and is referenced.	3
Conducts a basic summary and limited analysis of the issue of continuity and change. Syllabus links may be unclear. Some reference to the significance of continuity and change. May refer to course concepts. Response may be too brief or disjointed, may be referenced.	2
Makes a limited attempt to identify continuity and change through an example. May be referenced.	1

Part 2: Criteria will be provided after the in-class exam.