

## Task 2: Research and In Class Exam

**Due Date:** 21<sup>st</sup> May (Thursday Week 5) Period 4

**Task Distributed:** Week 3

**Unit:** Personal and Social Identity

**Task Type:** Research and In Class Exam    **Task Weighting:** 40%

**Outcomes:** P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

### Task Description

#### **Part A (20 marks):**

Students are to conduct a comparative cross-generational study of how **ONE agent of socialisation** has changed over time. You will need to choose an agent of socialisation from the list below and find **TWO media articles** that relate to your chosen agent **across generations**. The articles should be contemporary (written in the last 3 years) and should not be an article examined in class.

Students must provide a copy or a link to the article as part of this component of the task.

For **each** article students must write a 300-word annotation which answers the following:

- **Harvard Reference**
- **Summary** of the key themes and ideas (apply the course concepts)
- **Analyse** how the article reflects how ONE of the following *Agents of Socialisation have changed over time, across generations*:
  - family and kinship
  - ethnicity and culture
  - gender
  - sexuality
  - beliefs
  - location, class and status
  - peers
  - school
  - media, including contemporary communication technologies
- **Assessment** of the article's reliability and validity

#### **Part B (20 marks):**

Students will be expected to apply the knowledge gained from class and their research to exam style questions that address the **social and cultural research** and **qualitative and quantitative research** sections of the Social and Cultural World syllabus. You will be asked both general questions about research methods AND questions about how you would investigate your chosen agent of socialisation.

Students will have approximately 40 minutes (and 5 mins reading time) to complete this task in class.

## NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- Summarise: Express concisely the relevant details
- Analyse: Identify components and the relationship between them; draw out and relate implications
- Assess: Make a judgement of value, quality, outcomes, results or size.

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

### Details of Submission

**Part A:** Google Classroom Submission, Thursday 21<sup>st</sup> May 8:40am

For both articles, students should be submitting **no more than 600 words in total**. These responses are to be submitted in the drop box on google classroom on the date of the task.

Since this component is a hand-in task, it must be submitted at the time specified. Failure to hand in work on the specified time and date, with no successful illness/misadventure appeal, will receive a zero-mark and an N-Warning notification for this component of the task. Students will still need to submit the task to ensure learning outcomes are met.

**Part B:** In Class Written Task, Thursday 21<sup>st</sup> May period 4

This task will be completed in exam conditions. Students must bring the required equipment for the examination, which is a blue or black pen. The examination paper will be provided. Students are NOT permitted to bring notes into the exam.

Students who are absent from the in-class task, or have a legitimate reason for missing the task, must notify the school before the task commences. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation outlined in the Year 11 Assessment Booklet.

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 2 weeks of the due date.
- At this time feedback including information on how to improve will be provided through verbal and written feedback.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.
- Upon return of the task, students will also be expected to complete a self-reflection.

## How does this link to my learning?

- Students are expected to demonstrate knowledge of the society culture syllabus and concepts to present a clear and logical response
- Students will engage in independent research, summarising and synthesis and develop their understanding of the syllabus
- This task will allow students to hone their skills in reflecting their conceptual knowledge to exam style questions.

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

# Marking Criteria

## Part A: Article Review

Marking Criteria	Mark
<ul style="list-style-type: none"><li>Includes a clear and accurate <b>Harvard Reference</b> for each chosen article.</li><li><b>Analysis</b> of each article demonstrates insight and a comprehensive understanding of how ONE agent of socialisation has changed over time, across generations, that clearly reflects the syllabus.</li><li>Provides a thorough and logical <b>assessment</b> (judgement) of each article's reliability and validity.</li><li>Presents a well -structured, logical and cohesive response using appropriate <b>social and cultural terms and concepts</b>, within the word count.</li></ul>	<b>9-10</b>
<ul style="list-style-type: none"><li>Includes a clear <b>Harvard Reference</b> for each chosen article.</li><li><b>Analysis</b> of each article demonstrates a comprehensive understanding of how ONE agent of socialisation has changed over time, across generations, that clearly reflects the syllabus.</li><li>Provides an <b>assessment</b> (judgement) of each article's reliability and validity.</li><li>Presents a logical and cohesive response using appropriate <b>social and cultural terms and concepts</b>, within the word count.</li></ul>	<b>7-8</b>
<ul style="list-style-type: none"><li>Includes some attempt at a <b>Harvard Reference</b> for at least one chosen article</li><li><b>Analysis</b> of at least one article demonstrates some understanding of how ONE agent of socialisation has changed over time OR across generations that clearly reflects the syllabus.</li><li>Attempts to provide an <b>assessment</b> (judgement) of each article's reliability and validity</li><li>Presents a logical response using some appropriate <b>social and cultural terms and/or concepts</b>.</li></ul>	<b>5-6</b>
<ul style="list-style-type: none"><li>May include a reference for a chosen article</li><li>Demonstrates some understanding of ONE agent of socialisation.</li><li>Attempts to provide a comment on the article's reliability and validity.</li><li>May use some appropriate social and cultural terms and/or concepts.</li></ul>	<b>3-4</b>
<ul style="list-style-type: none"><li>May attempt to comment on an agent of socialisation</li><li>May provide a comment on one article's reliability and validity</li><li>May use some appropriate social and cultural terms and/or concepts.</li></ul>	<b>1-2</b>

For Part B, marks will be indicated on the paper for each question. Students should answer each question according to how much the question is worth, and marks will be awarded accordingly. Students will be required to apply the knowledge of their research in carefully structured responses.

Feedback and specific marking guidelines for each question in this task will be provided for the students when the marked papers are returned.