



UNSW
SYDNEY

School of Education

EDST6752
Society and Culture Method 2

Term 2 2022

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST 6752 Society and Culture Method 2 (6 units of credit)
Term 2 2022

2. STAFF CONTACT DETAILS

Course Coordinator: Amanda Webb
Email: amanda.webb@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Society and Culture Method 2
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST6752T2C

SUMMARY OF THE COURSE

The course builds on Society and Culture 1 to prepare students for teaching Stage 6 Society and Culture in NSW high schools. It will focus on the content areas covered in the HSC course, and the teaching strategies that will enable this content to be delivered successfully in the classroom. The assessment program will give students the opportunity to gain experience in preparing appropriate assessment items and resources for successful teaching in the classroom.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED AS A RESULT OF STUDENT FEEDBACK:

- Increased opportunities for simulated marking
- Increased opportunities to discuss and develop teaching and learning activities for each syllabus dot-point

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NSW Society and Culture Syllabus, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented, and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources, and different types of assessment for a unit of work in Society and Culture
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Society and Culture to all key stakeholders
6	Identify the characteristics of an effective Society and Culture teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2.1	Organise content into an effective learning and teaching sequence
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies
3.3.1	Include a range of teaching strategies
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning
5.2.1	Provide feedback to students on their learning

5.3.1	Make consistent and comparable judgements
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
5.5.1	Report on student achievement
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	5, 8
B. Classroom Management	N/A
C. Information and Communication Technologies	4, 5, 8, 12
D. Literacy and Numeracy	1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	6, 7
F. Teaching Students from Non-English-Speaking Backgrounds	2, 6, 9

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Society and Culture to secondary school students with an emphasis on the NSW Society and Culture curriculum. During the course students will develop their knowledge of New South Wales syllabus documents. Lectures, tutorials, and assignments will cover a variety of approaches to teaching and learning in the Society and Culture classroom. Emphasis will be given to the relationship between Society and Culture, literacy and numeracy and the role and value of Society and Culture in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- Opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Opportunity for online discussions an extension
- These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 21/7	Social & Cultural Continuity & Change <ul style="list-style-type: none"> The nature of social and cultural continuity and change – influences, impacts, theories Country study requirements 	Teaching and learning <ul style="list-style-type: none"> Developing a Scope and Sequence Developing a quality Assessment Task and Marking Guidelines Time given to AT1
2 28/7	The Personal Interest Project (PIP) <ul style="list-style-type: none"> HSC course requirements Purpose and marking criteria Requirements and annotated reference lists Certification process and managing the PIP 	Teaching and learning <ul style="list-style-type: none"> Reading and discussing sample PIPs Annotating PIP samples Simulated marking
3 4/8	Belief Systems and Ideologies <ul style="list-style-type: none"> Unpacking the syllabus Finding the right focus study Contemporary examples T&L ideas 	Teaching and learning <ul style="list-style-type: none"> Integrating the interview Resource review and development Simulated marking Time given to AT1 <p>NB AT1 due: Friday 5th August by 5pm</p>
4 11/8	Popular Culture <ul style="list-style-type: none"> Unpacking the syllabus Finding the right focus study T&L ideas 	Teaching and learning <ul style="list-style-type: none"> Expectations of an HSC UoW Sample focus study HSC Directives Game Time given to AT2
5 18/8	Inclusion and Exclusion <ul style="list-style-type: none"> Unpacking the syllabus Finding the right focus study Contemporary examples T&L ideas 	Teaching and learning <ul style="list-style-type: none"> Integrating statistical/data analysis and infographics <p>Hurdle: Common Assessment Module</p>
6 25/8	Conformity and Nonconformity <ul style="list-style-type: none"> Unpacking the syllabus Finding the right focus study Responding to Depth Studies in the HSC exam 	Teaching and learning <ul style="list-style-type: none"> Contemporary examples Social experiments Simulated HSC marking <p>NB AT2 due Friday 26th August by 5pm</p>

7. RESOURCES

Required Readings

Stage 6 Syllabus documents

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture> including:

- Syllabus
- Personal Interest project advice
- Marking guidelines – Personal Interest Project
- HSC performance and submitted works – Advice to schools regarding content
- Performance band descriptors
- Standards materials

Thompson, K., (ed) (2021) *Society & Culture: Preliminary and HSC*. 3e. Nelson Cengage Learning

OR

Bruseker, K., Dark, L., Emo, A., Howard, E. (2021) *Cambridge Society and Culture Stage 6*, Cambridge University Press

The subject's professional organisation, the Society and Culture Association can be accessed at: <https://sca.nsw.edu.au/>

Further Reading

Other potential sources of information, depending on specific interests and depth studies/focus areas include:

- Arvanitakis, J. (2009). *Contemporary Society*. South Melbourne: Oxford University Press. Australian, state and territory documents.
- Curtis, B and Curtis, C. *Social Research: A Practical Introduction* (2011) London: Sage Publications
- Fuller, C & Stone M.E (1998). Teaching Social Studies to Diverse Learners. *The Social Studies*, 89(4), 154-157.
- Giddens, A. (2009). *Sociology* (6th ed.) Malden: Polity.
- Social Studies, in J.P. Shaver (ed). *Handbook of Research on Social Studies Teaching and Learning*. New York: Macmillan.
- Harrison, N (2008), *Teaching and learning in Indigenous education*. Oxford, Sydney

Extended Reading

- Arthur, M., Lyons, G.S., Butterfield, N., & Gordon, C. (2006). *Classroom management: Creating positive learning environments* (2nd revised edition) Melbourne: Thomson Learning.
- Barry K, & King L (1998), *Beginning Teaching and beyond*, 3rd Ed, Social Science Press.
- Fetherston, T. (2007). *Becoming an effective teacher*. South Melbourne: Thomson.
- Foreman, P. (2001) *Integration and inclusion in Action*. Marrickville: Harcourt.
- Groundwater-Smith, S., Brennan, M., McFadden, M. & Mitchell, J. (2001). *Secondary Schooling in a Changing World*. Sydney: Harcourt.
- Hattie, J. (2009). *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. Oxon: Routledge.
- Hattie, J. (2012). *Visible Learning for Teachers: Maximising Impact on Learning*. Oxon: Routledge.
- Joyce, B, Weil, M & Calhoun, E 2004, *Models of teaching* (7th edition). Boston: Allyn & Bacon.

- Killen, R. (2000). *Teaching strategies for outcomes-based education*. Lansdown, South Africa: Juta Educational Publishers.
- Killen, R. (2005). *Programming and assessment for quality teaching and learning*. Melbourne: Thomson/Social Science Press.
- Killen, R. (2007). *Effective teaching strategies: lessons from research and practice* (4th edition). Katoomba, NSW: Social Science Press.
- McLeod J., Reynolds, R. (2003). *Planning for Learning*. South Melbourne: Thomson –Social Science Press.
- Omstein, A.C. (1990). *Strategies for Effective Teaching*. New York: Harper & Row.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Scope and sequence and one assessment task for HSC year	2000 words equivalent	40%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11,19 E.7 F.9	Friday 5 th August by 5pm
Assessment 2 Unit of work for Year 12	3000 words equivalent	60%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5, 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F.5, 7, 9	Friday 26 th August by 5pm
Assessment 3 Common assessment module	In class	Hurdle	5-6	5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1	D.9, 13, 14, 16 E.6	In class

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data, and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties, and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a year scope and sequence, including learning outcomes, for a Year 12 HSC class

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions within **one** of the terms. Your scope and sequence must indicate when the task will occur.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment 2 (3000 wd eq, 60%)

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- a. what they can already do well
- b. what they still need to improve
- c. how they can effectively close the gap between a and b.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

Please use the template provided and note you do NOT need to:

- Provide 12 full lesson plans
- Include attachments /appendices
- Write outcomes in full

Assessment 3

Structure: The Common Assessment Module will be available to work on from Week 1 of UNSW Term 2.

Weight: N/A (this a hurdle requirement that must be completed to pass the course).

Gather evidence from a variety of sources about learning outcomes; and use that information to improve learning and teaching. You will be sent further information about how to access it closer to the start of term. There will be drop-in sessions in Weeks 8-13. This is the same time that Method 2 runs (i.e., 18th July to 26th August 2022).

Note: Further information about this module will be available in Moodle.

Common Assessment Module (in-class task)

In the final Method tutorials, you will complete a task that relates to the Common Assessment Module.

This task consists of three components:

1. Collect five or six authentic student responses to preferably two assessment tasks.
2. Provide written feedback for the students which indicates strengths and areas for improvement in relation to this work sample and overall expectations/standards.
3. Write a few lines that could be included in a mid-year report comment to parents.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6752 SOCIETY AND CULTURE METHOD 2

Student Name:

Student No.:

Assessment Task 1: **Scope and sequence with assessment task for one year (HSC)**

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understands the task and its relationship to relevant areas of theory, research, and practice • Uses syllabus documents and terminology clearly and accurately • Sequences tasks and activities to suit logical learning progression • Integrates assessment task logically with learning intentions and learning sequence • Provides effective formative feedback for student sample 					
Depth of analysis in response to the task <ul style="list-style-type: none"> • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for HSC • Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students • Understands effective assessment practices 					
Structure and organisation of response <ul style="list-style-type: none"> • Organises and structures scope and sequence according to NESA guidelines and requirements • Follows NESA assessment guidelines 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6752 SOCIETY AND CULTURE METHOD 2

Student Name:

Student No.:

Assessment Task 2: **Planning a unit of work including formative assessment strategies**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Integrates formative assessment strategies throughout the unit of work 					
Depth of evidence in response to the task <ul style="list-style-type: none"> • Demonstrates understanding of academic and cultural diversity • Includes a variety of pedagogical strategies to suit content of the Stage 6 course • Designs appropriate activities and outlines lessons in sufficient detail without providing full plans • Provides effective feedback opportunities to inform students of their progress 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners • Understanding of a range of effective assessment practices 					
Structure and organisation or response <ul style="list-style-type: none"> • Demonstrates ability to plan use backward mapping to meet selected outcomes • Presentation of effective and engaging learning sequence 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Writes using correct Standard Australian English • Has proofread and edited work to avoid typos and incorrect usage. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.