



TEP 440

Society and Culture in the Secondary School I

S2 Day 2018

Department of Educational Studies

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General Information

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Credit points

3

Prerequisites

(3cp from TEP421-TEP433 or EDTE433) and EDTE410 and TEP401(S)

Corequisites

TEP402

Co-badged status

Unit description

This unit builds on EDTE410. It is designed for students who plan to teach Society and Culture for years 11 and 12 but whose major teaching subject is in another area, such as Economics, Geography or History. The unit explores the aims, content and instructional demands of the NSW Board of Studies, Teaching and Educational Standards' Society and Culture syllabus documents for Stage 6, and assists students to design innovative, student-centered units of work and to identify or develop appropriate teaching resources. Close links are made with the ongoing school experience program.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

a working knowledge and understanding of the structure, content and philosophy of the

Years 11-12 Society and Culture Syllabus

the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning

a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society and Culture

a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society and Culture classroom

the capacity to build student rapport and foster a supporting learning environment in a subject area highly dependent on discussion and the exchange of social and cultural perspectives and knowledge

an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a variety of contemporary resources to promote cross-disciplinary conceptual understanding

a knowledge of the assessment and reporting requirements of Society and Culture, especially as they relate to management and monitoring of students' Personal Interest Projects

the knowledge and skills required to plan learning experiences that cater for the diversity of learners within the Society and Culture classroom.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>PIP Proposal & Research Design</u>	50%	No	16/09/2018
<u>Examination & Evaluation</u>	50%	No	05/11/2018

PIP Proposal & Research Design

Due: **16/09/2018**

Weighting: **50%**

For this task, you are to develop a proposal for a Personal Interest Project that would be appropriate for a senior school student to undertake. You should consider ethical research practices, the appropriateness of your topic for a school-based study, the resources that may be available for students to access, and the time constraints of an approximately 9-month project (where Society and Culture will be 2 of approximately 12 units).

On successful completion you will be able to:

- a working knowledge and understanding of the structure, content and philosophy of the

Years 11-12 Society and Culture Syllabus

- the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning
- a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society and Culture
- a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society and Culture classroom
- the capacity to build student rapport and foster a supporting learning environment in a subject area highly dependent on discussion and the exchange of social and cultural perspectives and knowledge
- an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a variety of contemporary resources to promote cross-disciplinary conceptual understanding
- a knowledge of the assessment and reporting requirements of Society and Culture, especially as they relate to management and monitoring of students' Personal Interest Projects

Examination & Evaluation

Due: **05/11/2018**

Weighting: **50%**

In this task you will write an HSC style examination paper and marking guidelines using an exam brief provided (see Assessment Task 2 notification on the iLearn site).

On successful completion you will be able to:

- a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society and Culture Syllabus
- a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society and Culture
- an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a variety of contemporary resources to promote cross-disciplinary conceptual understanding
- a knowledge of the assessment and reporting requirements of Society and Culture, especially as they relate to management and monitoring of students' Personal Interest Projects

- the knowledge and skills required to plan learning experiences that cater for the diversity of learners within the Society and Culture classroom.

Delivery and Resources

This unit is taught in tutorial/workshop modes with some independent learning modes. Students are required to participate in small group activities, whole class discussion, and to complete workshop tasks either as individuals, pairs or in groups.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society and Culture Syllabus
- the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning
- a knowledge of contemporary approaches to teaching and learning, especially as they

relate to Society and Culture

- a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society and Culture classroom
- the capacity to build student rapport and foster a supporting learning environment in a subject area highly dependent on discussion and the exchange of social and cultural perspectives and knowledge
- an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a variety of contemporary resources to promote cross-disciplinary conceptual understanding
- a knowledge of the assessment and reporting requirements of Society and Culture, especially as they relate to management and monitoring of students' Personal Interest Projects
- the knowledge and skills required to plan learning experiences that cater for the diversity of learners within the Society and Culture classroom.

Assessment tasks

- PIP Proposal & Research Design
- Examination & Evaluation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society and Culture Syllabus
- the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning
- a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society and Culture
- a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society and Culture classroom
- the capacity to build student rapport and foster a supporting learning environment in a

subject area highly dependent on discussion and the exchange of social and cultural perspectives and knowledge

- an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a variety of contemporary resources to promote cross-disciplinary conceptual understanding
- a knowledge of the assessment and reporting requirements of Society and Culture, especially as they relate to management and monitoring of students' Personal Interest Projects
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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society and Culture Syllabus
- the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning
- a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society and Culture
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- an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a

variety of contemporary resources to promote cross-disciplinary conceptual understanding

- a knowledge of the assessment and reporting requirements of Society and Culture, especially as they relate to management and monitoring of students' Personal Interest Projects
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Assessment tasks

- PIP Proposal & Research Design
- Examination & Evaluation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society and Culture Syllabus
- the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning
- a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society and Culture
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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society and Culture Syllabus
- the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning
- a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society and Culture
- a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society and Culture classroom
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of learners within the Society and Culture classroom.

Assessment tasks

- PIP Proposal & Research Design
- Examination & Evaluation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society and Culture Syllabus
- the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning
- a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society and Culture
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Assessment tasks

- PIP Proposal & Research Design

- Examination & Evaluation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society and Culture Syllabus
- the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning
- a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society and Culture
- a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society and Culture classroom
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- the knowledge and skills required to plan learning experiences that cater for the diversity of learners within the Society and Culture classroom.

Assessment tasks

- PIP Proposal & Research Design
- Examination & Evaluation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's

historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society and Culture Syllabus
- a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society and Culture classroom

Assessment tasks

- PIP Proposal & Research Design
- Examination & Evaluation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society and Culture Syllabus
- the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning
- a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society and Culture classroom

Assessment tasks

- PIP Proposal & Research Design
- Examination & Evaluation

General Assessment Information

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Special Consideration" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can

only be granted if they meet the Special Consideration policy and are submitted via ask.mq.edu.au. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Special consideration

The following link takes you to the Special Consideration policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

<https://students.mq.edu.au/study/my-study-program/special-consideration>