Cultural Studies

Cultural Studies

Course
Framework

For courses accredited from 2011

CULTURAL STUDIES
COURSE FRAMEWORK

INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers

- enterprising problem-solvers

- skilled and empathetic communicators

- informed and ethical decision-makers

- environmentally and culturally aware citizens

- confident and capable users of technologies

- independent and self-managing learners

- collaborative team members

and provide students with:

- a comprehensive body of specific knowledge, principles and concepts

- a basis for self-directed and lifelong learning

- personal attributes enabling effective participation in society

Examples of these student capabilities are provided at Appendix A.

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.
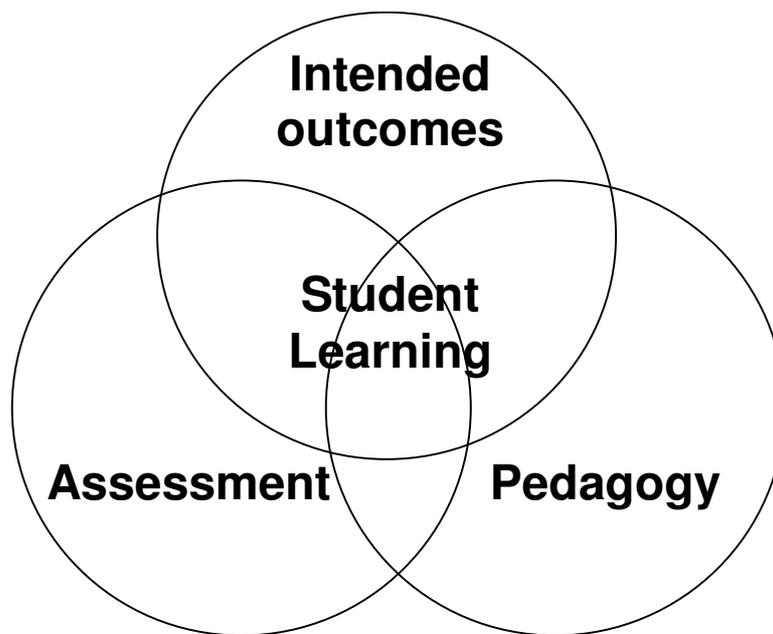
Underpinning beliefs

- All students are able to learn.

- Learning is a partnership between students and teachers

- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
   (*Prior knowledge*)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (*Deep knowledge and connectedness*)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (*Metacognition*)

4. Learners' sense of self and motivation to learn affects learning.
   (*Self-concept*)

5. Learning needs to take place in a context of high expectations.
   (*High expectations*)

6. Learners learn in different ways and at different rates.
   (*Individual differences*)

7. Different cultural environments, including the use of language, shape learner' understandings and the way they learn.
   (*Socio-cultural effects*)

8. Learning is a social and collaborative function as well as an individual one.
   (*Collaborative learning*)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (*Explicit expectations and feedback*)

RATIONALE

The Cultural Studies Framework facilitates the construction of coherent courses of study which:

- draw on different disciplines, primarily those of the social sciences and the humanities, to develop an in-depth study of a particular society/culture or a group of societies/cultures
- promote a greater understanding of how societies function
- explore how norms and values of societies shape and construct both the individual and societies

The Cultural Studies Framework offers a coherent approach to analysing and comprehending the social, historical, geographical, political and economic factors that have influenced and continue to influence the development of specific cultures. Through studying courses based on this framework, students learn to make sense of the world they live in and to exercise judgement and responsibility as participants in that world.

Students will gain perspectives and understandings that help them appreciate social and cultural complexity, respect difference and act in informed and ethical ways. This approach enables students to see how specific disciplines contribute to broader understandings and helps them to integrate knowledge and strategies from their studies into both their current experience and their future working and personal lives.

The Cultural Studies framework has scope for the development of courses with an interdisciplinary focus on such courses as Global relations, Cultural Studies, Asian Studies, Australian Studies, Aboriginal Studies, Peace Studies and Politics.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- acquire knowledge and understanding of the forces and influences that shape cultures
- appreciate distinctive features of cultures
- explore and critically reflect upon their own values, attitudes and beliefs
- recognise attitudes and values leading to respect for others and social responsibility
- understand the concept of cultural diversity in society
- demonstrate effective research skills
- demonstrate effective communication skills
- recognise and apply perspectives from different disciplines
- develop lateral thinking

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M, including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential Concepts and Skills

All courses developed under this Framework are based on the concepts and skills of the subject area, as outlined below.

Concepts

These must include a selection from :

- identity
- citizenship
- alienation
- community
- society
- conflict and peace
- continuity and change
- cultural practices
- norms and values
- social forces
- global forces
- geographic context
- historical context

Skills

- Cultural literacy
- Critical thinking
- Investigation and independent research
- Evaluation of the validity of sources
- Analysis and application

Recommended Content

This may be drawn from:

- Culture studies such as:
    - Aboriginal Torres Strait islander studies
    - Australian studies
    - Asian and Pacific studies
- Anthropology
- Studies of Society and Environment

Vocational Courses

There are no vocational courses under this Course Framework.

PEDAGOGY

Teaching Strategies

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences.

Relevant strategies include:
- the use of primary and secondary texts[1] from the culture (including biography, fiction, non-fiction, art, music)
- including indigenous texts from the culture
- the use of guest speakers, performers, community leaders
- establishing links with individuals or groups from the cultures, for example through the use of online technologies
- fieldwork, for example interviews, oral histories, collaborative projects, conferencing, surveys, data collection
- inviting creative/critical responses that demonstrate empathy and judgement
- visits to cultural sites and communities
- excursions to civic and cultural institutions
- simulations, hypotheticals, scenarios, role plays
- explicit teaching of the language and methodologies of different disciplines
- integration of discipline-based knowledge and skills through project work
- analysis of primary sources and secondary sources including statistical data, for example: maps, charts, graphs, databases
- use online and/or interactive resources and sites.

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum that indicates levels of student performance against each criterion.

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[1] Definition of text is in the English framework 2009 glossary, www.bsss.act.edu.au/curriculum/framework

Assessment Task Types

In each semester unit (or two 0.5 units over a semester) students should communicate their learning through a variety of modes (e.g. written, oral and multi-modal).

Task Types	Test	Extended Writing	Open Response
Examples	Unit test Response to stimulus Document Study In Class task/essay *T: 600 - 800 words* *A: 400 - 600 words*	Research Assignment Essay *(at home)* *A: 600 - 1000 words* *T: 1000 - 1500 words* Reflective journal Report Empathic response Annotated bibliography Response to stimulus	Oral Presentation Debates Seminar Monologue Dialogue Panels Role play Interview Models Websites Film Creative response to stimulus Portfolio Journal
Weighting in A/T courses 1.0 units	20 - 40%	20 - 40%	20 - 40%
Weighting in A/T courses 0.5 units	40 - 60%	40 - 60%	
Weighting in A/T Independent Study Unit 0.5		40 - 60% A: 800 - 1200 words T: 1500 - 2000 words	40 - 60%

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

Investigation

- o depth and range of research
- o synthesis and evaluation of information

Analysis /Application

- o understanding of issues and/or concepts
- o application of research to construct an effective argument/response
- o comparing and contrasting perspectives

Communication

- o fluency and clarity of language
- o appropriate structure and format
- o effective use of appropriate mediums

Additional Assessment Advice

The Board recommends 3 – 5 assessment items per standard unit (1.0) and 2 – 3 per half standard unit (0.5).

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A – E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

UNIT GRADE DESCRIPTORS for A COURSES

	Investigation ○ **Depth and range of research** ○ **Synthesis and evaluation of information**	Analysis/Application ○ **Understanding of issues and/or concepts** ○ **Application of research to construct an effective argument/response** ○ **Comparing and contrasting perspectives**	Communication ○ **Fluency and clarity of language** ○ **Appropriate structure and format** ○ **Effective use of appropriate mediums**
A student who achieves an **A** grade typically	• shows depth of research through a wide range of appropriate sources • shows ability to locate valid and reliable source material with an awareness of bias • shows accurate recording and referencing of source material	• demonstrate an awareness and understanding of issues and concepts • applies and interprets key ideas and/or issues by drawing together information for an effective response • demonstrates an ability to compare and contrast perspectives to develop a logical argument/response	• communicates ideas in a coherent and articulate manner • makes structured responses, using the appropriate format • makes effective use of the appropriate medium for the particular audience
A student who achieves a **B** grade typically	• shows some depth of research through a range of appropriate sources • shows ability to locate relevant source material with some awareness of bias • shows accurate recording and referencing of source material	• demonstrate comprehension and understanding of issues and concepts • applies key ideas and/or issues by drawing together information for an effective response • demonstrates an ability to compare perspectives to develop a argument/response	• communicates ideas in a coherent manner • makes structured responses, using the appropriate format • makes effective use of the appropriate medium for the particular audience
A student who achieves a **C** grade typically	• shows research using appropriate sources • shows ability to locate some relevant source material • shows some acknowledgement of source material	• demonstrate an awareness of issues and concepts • applies relevant ideas and/or issues for a satisfactory response • demonstrates an awareness of perspectives in developing a response	• communicates ideas in a satisfactory manner • makes responses using the appropriate format • makes use of the appropriate medium for the particular audience
A student who achieves a **D** grade typically	• shows research using few sources • shows limited ability to locate source material • shows limited acknowledgement of source material	• demonstrate some awareness of issues and concepts • applies some ideas for a limited response • demonstrates limited awareness of perspectives	• communicates ideas in a limited manner • makes limited responses • makes use of the appropriate medium
A student who achieves an **E** grade typically	• uses few sources • lacks acknowledgement of source material	• demonstrate limited awareness of issues and concepts • applies some ideas for a limited response	• communicates few ideas • makes limited responses

UNIT GRADE DESCRIPTORS for T COURSES

	Investigation ○ **Depth and range of research** ○ **Synthesis and evaluation of information**	Analysis /Application ○ **Understanding of issues and/or concepts** ○ **Application of research to construct an effective argument/response** ○ **Comparing and contrasting perspectives**	Communication ○ **Fluency and clarity of language** ○ **Appropriate structure and format** ○ **Effective use of appropriate mediums**
A student who achieves an **A** grade typically	• shows breadth and depth of research through a wide range of appropriate sources • shows sophistication in distinguishing valid and reliable source material with thorough awareness of bias • shows thorough and accurate recording and referencing of source material	• demonstrate deep understanding and comprehension of issues and concepts • applies and interprets key ideas and/or issues in a sophisticated and convincing manner drawing together an informed and insightful response • demonstrates critical thinking by assessing, comparing and contrasting perspectives to develop a sophisticated and logical argument/response	• communicates ideas using highly developed language with clarity, coherence and logic • makes well-structured responses, using the appropriate format effectively • makes creative, skilful and stimulating use of the appropriate medium for the particular audience
A student who achieves a **B** grade typically	• shows breadth and depth of research through a range of appropriate sources • shows the ability to distinguish valid and reliable source material with an awareness of bias • shows accurate recording and referencing of source material	• demonstrate thorough understanding and comprehension of issues and concepts • applies and interprets key ideas and/or issues successfully to draw together an informed response • demonstrates critical thinking by assessing and comparing perspectives to construct a sound argument/response	• communicates ideas using language with clarity, coherence, and logic • makes structured responses, using the appropriate format • makes skilful and effective use of the appropriate medium for the particular audience
A student who achieves a **C** grade typically	• shows sufficient research through a limited range of appropriate sources • uses some valid and reliable source material with a limited awareness of bias • shows satisfactory recording and referencing of source material	• demonstrate understanding and comprehension of issues and concepts • applies and interprets key ideas and/or issues to draw together an appropriate response • demonstrates some awareness of different perspectives to construct an argument/response	• communicates ideas using appropriate language with some logic • makes a partially structured response • makes use of the appropriate medium for the particular audience
A student who achieves a **D** grade typically	• shows limited research using some appropriate sources • uses some source material with a limited awareness of bias • shows partial recording and referencing of source material	• demonstrate limited understanding of issues and concepts • address key ideas and/or issues in a response • demonstrates little awareness of different perspectives	• communicates ideas using appropriate language • makes responses with limited structure • makes partial use of the appropriate medium for the particular audience
A student who achieves an **E** grade typically	• shows insufficient research of appropriate sources • uses little or no source material with a limited awareness of bias • has little or no recording and referencing of source material	• demonstrate little or no understanding of issues and concepts • shows few ideas in a response • demonstrates little or no awareness of different perspectives	• communicates ideas ineffectively • makes unstructured responses • gives limited consideration of medium or audience

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment

- form the basis for valid and reliable assessment in senior secondary schools

- involve the Act Board of Senior Secondary Studies and colleges in cooperation and partnership

- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges

- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

BIBLIOGRAPHY

References for Curriculum Development

Quality Teaching Model

Every Chance to Learn, Curriculum Framework for ACT Schools (Specifically ELAs 8, 9, 10)
BSSS Publication: *What's Plagiarism: How can you avoid it?*

In particular, at the time of publication, the website addresses of the Departments of Education in the various Australian States and Territories are:

http://www.decs.act.gov.au/

http://www.schools.nsw.edu.au/

http://www.deet.nt.gov.au/education/

http://education.qld.gov.au/

http://www.decs.sa.gov.au/decs_home.asp

http://www.education.tas.gov.au/

COURSE FRAMEWORK DEVELOPMENT GROUP

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The group gratefully acknowledges the work of previous groups who developed and revised the Cultural Studies Course Framework.

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in **bold** relate particularly to the Employability Skills; those in *italics* to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting, **thinking literally, generating ideas, inquiring and researching,** interrogating, conceptualising, collecting and **analysing data and information, classifying,** interpreting, formulating hypotheses, generalising, synthesising, **reflecting**, justifying conclusions, understanding different perspectives, **understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques** (e.g. estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing **initiative, resourcefulness,** resilience, persistence, assessing and taking risks, **recognising and seizing opportunities, problem-posing, problem-identification, problem clarification,** being practical, **being innovative,** using mathematical techniques, **using appropriate technologies, working independently** and/or **collaboratively** to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	**oral and written skills in Standard Australian English, matching communication to audience and purpose,** using terminology and style appropriate to particular disciplines, **using mathematical language**, creating and **communicating meaning** using multi-modal forms, **imagining the feelings and views of others,** respecting and valuing diversity
• informed and ethical decision-makers	**finding information** and using evidence as the basis for judgements and decisions, **developing awareness of differing perspectives,** having integrity, taking action, **exploring and critically reflecting on own values, attitudes and beliefs**
• environmentally and culturally aware citizens	understanding *the interconnectedness of the natural and constructed world;* the *multicultural nature of Australian society; Indigenous perspectives;* and global economic, social and *environmental* issues; *respecting difference*, exercising rights and responsibilities, **acting in the public sphere,** understanding consequences of choices and decisions
• confident and capable users of technologies	**having a range of IT skills,** accessing and evaluating *information*, **designing** and making, **communicating using technologies, choosing most appropriate technologies for the task,** refining processes, **willingness to learn new skills**
• independent and self-managing	e.g. **understanding self** (*including gender*), **having personal goals, evaluating and monitoring own performance, taking responsibility,** flexibility in adapting course of action, **openness to new ideas, managing time and resources, planning and organising**
• collaborative team members	e.g. **contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths** (*including contributions of boys and girls*), **skills in negotiation and compromise, sustaining commitment to achieve group goals**

and provide students with

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, **work experience**
• a basis for self-directed and lifelong learning	**through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for a social and economic environment of greater individual responsibility**
• personal attributes enabling effective participation in society	**developing social skills** and capabilities for citizenship, **work experience and recognition of outside learning;** through understanding of a globalised knowledge society