 HSIE – school developed board endorsed course

International studies

Effective January 2017

Note – the application process for all school developed board endorsed courses is via [Schools Online](https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html). There is a customised eForm for the stage 5 international studies course. Applicants are required to provide a contextualised rationale for their school, an acknowledgement that the course they wish to deliver is that which sits on the Department of Education’s’ website, and a brief assessment plan for the 100 or 200 hour course that you have decided upon.

The [Guidelines for Course Proposals](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-development/board-endorsed-courses/course-proposal-guidelines) document has a step-by-step guide for the completion of applications via Schools Online.

In section 4 – Step 2 'create a new proposal' of this guide, choose the subject area of 'human society' from the list provided. You will then see international studies as an option. This will take you to the appropriate customised eForm.

Schools may seek advice from their NSW Education Standards Authority Liaison Officer for help with this process.

Whilst international studies is a 7-10 course, for credentialing purposes, it is only a school developed

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Rationale

International studies BEC is an inter-disciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding.

Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action and commitment to be a global citizen.

International studies BEC provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the course lends itself to an emphasis on, but is not limited to, this region.

They gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain the skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables them to understand and value inclusion, and to respect the rights of others.

Students learn to conceptualise and explore interrelationships and empathise with others at a local, national, regional and global level.

In summary, International studies BEC equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to building a cohesive and just world.

The place of the school developed BEC – HSIE

International studies in the HSIE K‑12 curriculum

Years K‑6 HSIE early stage 1‑3

* History K-10
* Geography K-10

Years 7‑10 stages 4‑5

(Including Life Skills outcomes and content)

* History K-10
* History Elective
* Geography K-10
* Geography Elective
* International Studies BEC
* Aboriginal Studies
* Commerce
* Work Education

Years 11‑12 stage 6

* Ancient History
* Modern History
* History Extension
* Geography
* Aboriginal Studies
* Society and Culture
* Studies of Religion
* Legal Studies
* Business Studies
* Economics

Aim and objectives

Aim

The aim of the International studies BEC is for students to know, understand and appreciate the significance of culture; respect the culturally diverse world in which they live; value cultures from different perspectives; and develop skills to engage harmoniously in the interconnected world.

Objectives

Students will develop knowledge and understanding to:

1. recognise the complex, diverse and dynamic nature of cultures.
2. identify the increasing interconnectedness of cultures in the contemporary world.

Students will develop skills to:

1. apply critical literacy in recognising and challenging stereotypes
2. develop effective tools for successful intercultural communication and understanding

Students will develop the values of:

* respect for the diversity of cultures
* individual and social responsibility
* co-operation between and among cultures and groups
* empathetic understanding
* equity and social justice.

Knowledge and skills outcomes

| Objectives | Outcomes |
| --- | --- |
| knowledge and understanding of the nature of culture | * analyses a variety of definitions of culture * describes characteristics of culture * examines cultural similarities and differences * examines cultural diversity * accounts for the dynamic nature of culture |
| knowledge and understanding about factors that shape cultural interconnectedness and change | * identifies influences on cultures and their interconnectedness |
| skills of cultural analysis | * recognises bias and stereotypes * analyses different contexts, perspectives and interpretations of cultural beliefs and practices * evaluates culturally significant issues, events and scenarios from a variety of perspectives |
| skills of intercultural communication | * applies understanding of cultural differences when communicating across cultures * applies strategies to challenge stereotypes * selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures |

Content overview

The content is divided into core and options. The core should precede the options. The options may be studied in any order.

100-hour course comprises the core and 2‑3 options

200-hour course comprises the core and 6‑8 options.

International studies – core study

Understanding culture and diversity in today’s world

50 indicative hours

Options

15‑25 indicative hours each

* Option 1 – Culture and Beliefs
* Option 2 – Culture and Gender
* Option 3 – Culture and the Media
* Option 4 – Culture on the move
* Option 5 – Culture and Travel
* Option 6 – Culture and the Performing Arts
* Option 7 – Culture in Art and Architecture
* Option 8 – Culture in Film and Literature
* Option 9 – Culture and Sport
* Option 10 – Culture and Family Life
* Option 11 – Culture and Food
* Option 12 – Culture, Science, Technology and Change
* Option 13 – School Developed Option

Core study – culture and cultural diversity in the contemporary world

(30% of time)

Focus – students study the concept of culture and its many characteristics, and examples of cultural diversity in the contemporary world.

Outcomes

A student:

* analyses a variety of definitions of culture
* describes characteristics of culture
* examines cultural similarities and differences
* examines cultural diversity
* accounts for the dynamic nature of culture
* identifies influences on cultures and their interconnectedness
* recognises bias and stereotypes
* analyses different contexts, perspectives and interpretations of cultural beliefs and practices
* evaluates culturally significant issues, events and scenarios from a variety of perspectives
* applies understanding of cultural differences when communicating across cultures
* applies strategies to challenge stereotypes
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

Understanding culture

Students:

Explore the definitions, characteristics, features and dynamic nature of culture, for example:

* analysis of a range of definitions of culture
* identification of the characteristics of culture
* identification of factors that influence cultural change
* representations of culture
* description of how aspects of culture reflect and affect identity

Culture and identity

Students:

Explore the factors that contribute to identity, for example:

* identification of factors that contribute to identity
* description of cultural, social, linguistic, economic, political, historical and geographical factors that contribute to identity:
  + personal identity
  + family identity
  + religious identity
  + national identity
  + sub-cultural group
* social class
* peer group

Understanding cultural diversity

Students:

Explore the factors that contribute to cultural identity and diversity through case studies:

Case study one – my culture

* identification of aspects of their own cultural environment
* analysis of aspects of their own cultural environment
* account for the dynamic nature of culture in their community
* comparison of similarities and differences between cultures in their community
* identify reasons for cultural diversity
* recognition and discussion of impact of cultural stereotypes and generalisations

Case study two – Asia-Pacific

* investigation of two different cultural groups, with at least one from the Asia-Pacific region
* identification of the cultural characteristics of each culture, such as:
  + norms and values
  + beliefs
  + customs
  + traditions
  + modernity
* comparison of the cultural characteristics of the chosen cultures
* demonstration of culturally accepted ways of communicating with others

Contemporary cultural issues

Students:

Explore at least one contemporary issue, event or scenario on a local, national, regional or global scale that is culturally significant, for example:

* description of the issue, event or scenario
* examination of the issue, event or scenario from different perspectives
* identification of the cultural components of the issue, event or scenario
* investigation of media representation of the issue, event or scenario
* evaluation of the outcome/s, problems and/or possible solutions to the issue, event or scenario
* creation and communication of a mutually acceptable outcome that promotes intercultural understanding (if required)

Option 1 – culture and beliefs (15-25 hours)

Focus – students study religions and beliefs and the ways in which these interact with, and influence, cultures.

Outcomes

A student:

* describes characteristics of culture
* examines cultural similarities and differences
* examines cultural diversity
* identifies influences on cultures and their interconnectedness
* recognises bias and stereotypes
* analyses different contexts, perspectives and interpretations of cultural beliefs and practices
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

Overview

Students:

Explore the definition and characteristics of religion, beliefs and spirituality, for example:

* identification of the major world religions
* mapping of the distribution of world religions globally and within Australia
* discussion of the impact of religion and belief systems on culture
* examination of the reasons Australia is considered to be both a multi-faith and pluralistic society

Origins

Students:

Explore the origins of the five major world religions, for example:

* identification of the major world religions: Buddhism, Christianity, Hinduism, Islam and Judaism
* research of the brief history of each religion
* exploration of the concept of ‘spirituality’ in world religions
* identification of the variations (e.g. various denominations) within the religion

Beliefs

Students:

Explore the core beliefs/values of each of the world’s religions, for example:

* research of the components of the world’s major, including:
  + nature of the deity or deities
  + founder/important persons
  + moral, spiritual, redemptive perspectives
  + stories and sacred or valued texts
  + main ideas or tenets
  + symbols
  + prayer
  + significant religious places
  + places of learning and worship
  + world views
* recognition of differences between the world religions

Practices

Students:

Explore how a person’s core beliefs and values influences their daily life, their interaction with others and the community in which they live, for example:

* description of life cycle rituals, such as those associated with:
  + birth
  + marriage
  + death
* description of core practices, such as:
  + celebrations
  + food taboos
  + education

Other religious perspectives

Students:

Explore the nature and origins of one religious perspective, such as Taoism, Daoism, Confucianism, for example:

* investigation of the common practices and beliefs of one of the above religious perspectives, such as:
  + core beliefs and values
  + origins and brief history
  + founder/important persons
  + stories and sacred or valued texts
  + common practices
  + various expressions
  + connections between beliefs and practices
* consideration of how the religious perspective shapes or influences modern society

Indigenous spirituality

Students:

Explore the nature and origins of Indigenous spiritual beliefs and practices, for example:

* identification of the core beliefs and values
* investigation of the origins of beliefs and oral traditions
* explanation of common practices and expressions of belief
* recognition of the significance of Indigenous spirituality in shaping landscapes

Option 2 – culture and gender (15-25 hours)

Focus – students study connections between culture and the roles of men and women, illustrating gender differences in how culture is expressed and the impact of these differences on societies.

Outcomes

A student:

* describes characteristics of culture
* examines cultural similarities and differences
* examines cultural diversity
* identifies influences on cultures and their interconnectedness
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

Cultural issues impacting on men and women’s lives

Traditions

Students:

Explore the impact of cultural, religious and legal traditions on the lives of men and women, for example:

* investigation of cultural traditions, including the origins of society and the historical role of men and women
* investigation of religious beliefs about gender in the family and society, or religious community
* investigation of different legal rights and protection for men and women in a variety of cultures

Family

Students:

Explore the different roles and responsibilities of males and females within the family, for example:

* description of the household responsibilities within the immediate and extended family
* analysis of the impact of family roles and expectations on males and females
* discussion of health, autonomy and responsibility issues for women
* identification of examples of different preferences related to gender and adoption

Work and education

Students:

Explore the links between work and educational opportunities and cultural beliefs and practices, for example:

* investigation of the various roles males and females perform in paid, unpaid work and domestic work
* identification of issues associated with bonded labour, including slavery, prostitution, child labour, child soldiers
* analysis of the implications of gender inequality in access to education
* evaluation of links between education and economic well-being

Equality

Students:

Explore the impact of cultural changes towards achieving gender equality:

* identification of changing trends of social/government support
* investigation of law reforms affecting gender equality
* identification of examples of women who are working to overcome gender disadvantage in different societies
* description of an international program to reduce gender inequality and its impact on the lives of women
* creation of a new strategy which may effectively help redress the gender imbalance of a particular culture

Option 3 – culture and the media (15-25 hours)

Focus: Students will explore the ways in which individuals and groups religious, political or human rights’ views are represented through the media.

Outcomes

A student:

* examines cultural similarities and differences
* identifies influences on cultures and their interconnectedness
* recognises bias and stereotypes
* analyses different contexts, perspectives and interpretations of cultural beliefs and practices
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

The media’s portrayal of culture

Students:

Explore the media’s portrayal of culture, for example:

* location of current media representations of cultural events/issues from a range of different media outlets
* interpretation of the perspectives through which the events/issues are being represented

Religion and the media

Students:

Explore the media’s portrayal of at least two individuals or groups associated with religion, for example:

* identification of the individual or group
* identification of the main beliefs of the individual or group
* location of examples of images or text of the individual or groups’ portrayal in the media
* evaluation of truth, bias and stereotyping of the individual or group in the media

Explore how the media impacts or influences people attitudes and behaviours about cultural issues/events

Politics and the media

Students:

Explore the media’s portrayal of at least two individuals or groups associated with politics, for example:

* identification of the individual or group
* identification of the main beliefs of the individual or group
* location of examples of images or text of the individual or groups’ portrayal in the media
* evaluation of truth, bias and stereotyping of the individual or group in the media

Explore how the media impacts or influences people attitudes and behaviours about cultural issues/events

Human rights’ and the media

Students:

Explore the media’s portrayal of at least two individuals or groups associated with human rights, for example:

* identification of the individual or group
* identification of the main beliefs of the individual or group
* location of examples of images or text of the individual or groups’ portrayal in the media
* evaluation of truth, bias and stereotyping of the individual or group in the media

Explore how the media impacts or influences people attitudes and behaviours about cultural issues/events

Option 4 – culture on the move (15-25 hours)

Focus – students investigate the push-pull factors that contribute to the movement of people around the world. The fluid and complex nature of migration will be studies through an examination of specific examples.

Outcomes

A student:

* analyses a variety of definitions of culture
* accounts for the dynamic nature of culture
* evaluates culturally significant issues, events and scenarios from a variety of perspectives
* applies strategies to challenge stereotypes

Content

Movement of people

Students:

Explore the definitions of refugees, asylum seekers, immigrants and other terminology related to the focus area

Explore the current global state of the movement of people, including those arriving in Australia, for example:

* investigation of the statistical evidence of numbers of people arriving in Australia

Explore the roles of government and non-government organisations, for example:

* identification of treaties and agreements related to the movement of people, at a variety of scales
* description of the social and economic responsibilities of government and its citizens, including global citizenship

Explore the obstacles and challenges for peoples leaving their homeland and arriving in a new country, for example:

* investigation of the myths and misconceptions about refugees, asylum seekers and immigrants
* description of the rights and responsibilities of refugees, asylum seekers and immigrants.

Explore the social and cultural contribution of individuals and groups who have arrived in Australia

Option 5 – culture and travel (15-25 hours)

Focus – students explore the opportunities for cross-cultural understanding that tourism can provide through careful planning and interaction with people and their cultures.

Outcomes

A student:

* describes characteristics of culture
* examines cultural similarities and differences
* examines cultural diversity
* identifies influences on cultures and their interconnectedness
* applies understanding of cultural differences when communicating across cultures
* applies strategies to challenge stereotypes
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

Global and cultural awareness

Students:

Explore the reasons for and benefits of travel, for example:

* explanation of the various reasons for travel such as tourism, business, leisure, cross-cultural experience, family reunion, education, pilgrimage, gap year, sport
* recognition of the benefits of travel such as broadening one’s knowledge and understanding, developing cross-cultural literacy, improved wellbeing, work and study opportunities
* appreciation of cultural differences between Australia and the rest of the world
* examination of perceptions of different cultural aspects of a given country

Practices and perceptions

Students:

Explore the varied practices and perceptions encountered through travel:

* recognition of language diversity and variation, such as national, regional dialects, colloquialisms, useful phrases and non-verbal language
* investigation of international and national travel regulations and cultural considerations
* consideration of different monetary and non-monetary transactions
* investigation of unique transport and accommodation options

Cultural knowledge of other countries

Students:

Explore the cultural practices of one Asian and one non-Asian country

* appreciation of different cultural practices such as etiquette and manners, such as:
  + greetings and social interaction
  + food and alcohol
  + gift-giving
  + dress
  + visiting places of worship or sites of cultural significance
  + shopping and purchasing goods and services
  + interaction with men and women
  + national and religious holidays and celebrations
  + local laws, customs and practices
* identification of places of cultural significance
* discussion of the potential impact of a visit on the local people and the environment

Comparison of Australian and an overseas location

Students:

Explore the impact of travel and tourism on cultural understanding, for example:

* discussion of the implications, challenges and opportunities for enhancing cultural awareness and understanding through tourism
* appreciation of cultural sensitivity
* examination of specific examples of the impact tourism has at a local and national scale
* evaluation of the accuracy of stereotypical perceptions of a nation’s identity and cultural norms and practices.

Option 6 – culture and the performing arts (15-25 hours)

Focus – students explore how cultural identity is expressed through creative and performing arts

Outcomes

A student:

* describes characteristics of culture
* examines cultural similarities and differences
* examines cultural diversity
* accounts for the dynamic nature of culture
* identifies influences on cultures and their interconnectedness
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

Students:

Explore performing arts as expressions of culture, for example:

* description of examples of the wide range of creative and performing arts
* explanation of how performing arts are a core part of cultural identity

Explore the cultural identity, role and function of the performing arts of one cultural group, or one exemplary performing art example performed by a number of cultural groups, for example:

* identification of examples of the performing arts of a cultural group
* analysis of the cultural role and function of performing art forms
* explanation of how the performing arts help form and maintain the identity of the cultural group
* description of the background, symbolism, function and spread of the performing art
* analysis of how the performing art has changed over time

Option 7 – culture in textiles, art and architecture (15‑25 hours)

Focus:Students explore how cultural identity is expressed through textiles, art and architecture

Outcomes

A student:

* describes characteristics of culture
* examines cultural similarities and differences
* examines cultural diversity
* identifies influences on cultures and their interconnectedness
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

Students:

Explore the portrayal of a specific culture through textiles, art and or/architecture, for example:

* identification of examples of textiles/art/architecture of a cultural group
* explanation of how textiles/art/architecture are a core part of cultural identity
* impact of religion and beliefs
* the migration of culture

Students:

Explore the work of an artist or architect, for example:

* description of the background, symbolism, function and spread of the artistic work
* analysis of the significant cultural impact of their work
* explanation of how the artist work helps form and maintain the identity of the cultural group
* investigation of the cross-cultural influences on the artist/architect’s work
* analysis of how the artist/architect’s work has changed over time

Option 8 – culture in film and literature (15-25 hours)

Focus – students investigate the representation of culture in film and literature through a case study

Outcomes

A student:

* describes characteristics of culture
* examines cultural similarities and differences
* accounts for the dynamic nature of culture
* identifies influences on cultures and their interconnectedness
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

Portrayal of culture in film and literature

Students:

Explore how culture is portrayed in film and literature, for example:

* description of the temporal context in which the work is set and was created
* examination of the perspectives presented and discuss the significance of changing representations of culture throughout the world

Case study

Students:

Explore the portrayal of a specific culture in film and/or literature, for example:

* examination of the representation of the culture and identify factors that have shaped this such as historical, economic, legal or political forces
* evaluation of truth, bias and stereotyping of the culture represented
* analysis of how the studied film and/or literature influences, or is influenced by, people’s attitudes and behaviours towards the specific culture

Option 9 – culture and sport (15-25 hours)

Focus – students study how cultural differences express themselves in sport.

Outcomes

A student:

* examines cultural diversity
* accounts for the dynamic nature of culture
* identifies influences on cultures and their interconnectedness
* evaluates culturally significant issues, events and scenarios from a variety of perspectives
* applies understanding of cultural differences when communicating across cultures
* applies strategies to challenge stereotypes

Content

Cross cultural understanding and sport

Students:

Explore how culture is both transmitted through, and has an impact on sport, for example:

* discussion of the link between culture and sport
* recognition of the universality of sport
* explanation of why different sports dominate in different countries
* identification of relationships between culture and sporting practices in a variety of countries
* explanation of how culture can be spread and interpreted through sport
* identification of examples of how sport has enhanced intercultural understanding
* identification of appropriate and inappropriate sporting behaviour and the measures to address it
* evaluation of world sporting events in relation to what they show about the culture of participants and of global culture

Gender and sport

Students:

Explore factors that impact on gender participation in sport, for example:

* identification of historical and contemporary limitations, including religion, on women and men’s participation in sport

Explore gender disparities in sport and participation, for example:

* analysis of the differences between funding, sponsorship, media coverage and participation in sport

National identity and sport

Students:

Explore how sports can contribute to and impact on national identity, for example:

* explanation of how national identity can be enhanced through sport and sporting achievements
* identification of examples how sporting personalities and teams reflect, represent or misrepresent cultural identity
* analysis of a sporting controversy and the perspectives of various stakeholders
* explain the relationships between culture, national identity and sporting practises

Participation

Students:

Explore a country, excluding Australia, and compare and contrast an indigenous and a popular sport played in that country, for example:

* investigation of the history\traditions of the sports
* description of the nature of the sports
* description of the geography, including climate and its impact on the sports
* identification of the sports’ origins
* explanation for the popularity of the sport
* analysis of how the sports reflect aspects of culture in that country

Option 10 – culture and family life (15-25 hours)

Focus – students study cultural impacts on families

Outcomes

A student:

* examines cultural similarities and differences
* examines cultural diversity
* accounts for the dynamic nature of culture
* identifies influences on cultures and their interconnectedness
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

Family structures and sizes

Students:

Explore the types and sizes of families in different cultures, for example:

* recognition of the types and sizes of families and how these may vary within each country and in rural and urban areas
* investigation of changes in family structures:
  + analyse statistics that show family size over time
  + due to social environment
  + due to political decisions

The role and relationships of family members

Students:

Explore the varying roles and relationships of family members, for example:

* identification of differences in family roles and relationships through an analysis of impacts of age, gender and family responsibilities
* explanation of the changing role and status of family members using research and statistics
* explanation of the cultural importance of ceremonies and celebrations for families such as the birth of a child, christenings, naming days, birthdays, puberty rituals, coming of age ceremonies, marriage or funeral customs

Impacts on families

Students:

Explore the impact government, technological and economic changes has on families, for example:

* identification of examples of specific government policies and/or support that impact on families
* comparison of government support provided to families in different countries
* identification of the protection in given to children and families under the law of at least two countries, such as:
  + rules against child labour
  + minimum ages for marriage
  + bans on caste system
* evaluation of the cultural change that has occurred within families as a result of technological advances in a variety of countries
* explanation of how educational opportunities and economic development has changed family structures and roles, using examples from a variety of countries
* analysis of the significance of contemporary issues and events on family life

Family life

Students:

Explore daily life of families, for example:

* comparison of daily routines of two families from different countries, or from two different areas within the one country
* analysis of how culture influences daily life

Option 11 – culture and food (15-25 hours)

Focus – students how culture is created and expressed through food

Outcomes

A student:

* examines cultural similarities and differences
* examines cultural diversity
* identifies influences on cultures and their interconnectedness
* applies understanding of cultural differences when communicating across cultures
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

Food

Students:

Explore differences in consumption of food around the world, for example:

* identification of variances in dietary intake
* description of types of food in different regions
* description of food preparation practices
* identification of the culinary artefacts and utensils

Practices

Students:

Explore the practices associated with eating and drinking in different cultures, for example:

* reflection on the way food plays a part in cultural expression
* explanation of how cultural expressions reflected in food have changed
* investigation of the functions of food for a number of different cultural groups
* identification of examples of the use of food by people from different backgrounds

Customs

Students:

Explore the importance of customs and etiquette in different cultures, for example:

* investigation of food rules based on customs and/or religious practises
* examination of the origin of a variety of cultural food rules
* identification of important days within belief systems and the foods associated with these

Explore the interconnectedness of religion, custom and food rules, for example:

* investigation of the origin of a variety of cultural and religious food taboos

Explore the significance of the use of food in a variety of special occasions, for example:

* explanation of the significance of food in ceremonies, celebrations, festivals and rituals associated with birthdays/name days, weddings, funerals, religious days and national days

Explore, through an in-depth case study, the food practices and etiquette of one cultural group

Option 12 – culture, science, technology and change (15-25 hours)

Focus: Students explore the way particular scientific and technological developments affect culture and vice versa. Students examine how historical and contemporary scientific and technological developments are spread, and their impact on culture.

Outcomes

A student:

* accounts for the dynamic nature of culture
* identifies influences on cultures and their interconnectedness
* applies understanding of cultural differences when communicating across cultures
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

Scientific and technological discoveries

Students:

Explore the process of globalisation that has been occurring since ancient times through trans-civilisation encounters, for example:

* explanation of the processes involved in the historical spread of technologies, ideas and practices in the world, such as:
  + knowledge
  + exploration, invasion and migration
  + trade routes
  + colonialism

Explore examples of contemporary technological developments, for example:

* examination of how contemporary technological developments have changed aspects of culture
* description of the processes involved in the spread of technologies, ideas and practices in the world today, such as:
  + cooperation
  + global trade
  + mass media
  + changes to work
  + leisure and interpersonal relationships
  + the way people communicate with each other and share information

Explore the ways new technology is used or adapted to support existing cultural practices

Explore at least four examples of individual scientific and/or technological discoveries with three originating in Asia, for example:

* identification of what was developed, why and where it was developed
* outline of the benefits of its development for both the culture of origin and other cultures
* description of the way specific scientific/technological discoveries of the past have impacted on culture/a cultural group
* description of how life is different as a result of the adoption, and/or adaption of the technology by a cultural group

Option 13 – school developed option (15‑25 hours)

Focus – this option provides an opportunity for students to develop their knowledge and understanding of a particular area of learning of relevance and interest to them that is not studied through the core or options.

Note – only one school developed option can be studied within either a 100 or 200 hour course.

Outcomes

A student:

* analyses a variety of definitions of culture
* describes characteristics of culture
* examines cultural similarities and differences
* examines cultural diversity
* accounts for the dynamic nature of culture
* identifies influences on cultures and their interconnectedness
* recognises bias and stereotypes
* analyses different contexts, perspectives and interpretations of cultural beliefs and practices
* evaluates culturally significant issues, events and scenarios from a variety of perspectives
* applies understanding of cultural differences when communicating across cultures
* applies strategies to challenge stereotypes
* selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Content

Students:

Explore a specific area of interest in International Studies, for example:

* selection of an area of interest for research
* justification of research area in terms of its significance, relevance and interest

Explore the research process, for example:

* identification of the processes to be followed in conducting research

Conduct the research using a range of methods, including information and communication technologies, for example:

* use of the internet and other secondary sources for research
* recognition of different values and perspectives analysing issues
* communication of findings through a range of media including computer-based technologies
* reflection and evaluation of learning processes and outcomes achieved

Assessment – HSIE international studies

Stage 5 grading

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in stage 5. The grade awarded is reported on the student's record of school achievement.

Teachers should use these stage 5 course performance descriptors to determine stage 5 grades. The descriptors have been developed from the NESA's general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

Determining stage 5 grades

Teachers should follow their school's procedures for the allocation of Stage 5 grades.

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Values and attitudes are an integral part of learning. However, information on students' values and attitudes is not to be used in determining grades.

Assessment activities

In developing and selecting assessment activities for the purpose of determining Stage 5 grades, teachers will use a range of different assessment activities or tasks. The assessment activities should reflect the relative emphasis the school's programs place on the various aspects of the course.

Where activities or tasks are scheduled throughout a course, greater weight for grading purposes would generally be given to those activities or tasks undertaken towards the end of the course. There are different ways of organising the teaching/learning program for a course.

The scheduling of assessment activities and the weightings applied should reflect the school's organisation of the course. Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

A

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Areas for assessment

The areas for assessment provide a framework for structuring an assessment program, and may be used for reporting student achievement. They are derived from the course objectives, and are linked to the course outcomes. They can be used as organisers for assessment of student achievement.

Good assessment practice involves designing quality assessment activities that enable students to demonstrate their achievements. Teachers can use the areas for assessment when designing an assessment activity, to ensure it is assessing performance in relation to a grouping of outcomes.

In designing the assessment schedule for a course, teachers may find it useful to map each planned assessment activity to one or more of the areas for assessment. This allows teachers to ensure that assessment can occur across the year in a manageable way.

International Studies particularly lends itself to the following assessment techniques

Inquiry-based research assignments and projects

Assessment activities might include independent research tasks to investigate issues and processes, a web-based research assignment, or the development of a media portfolio.

When this technique is used for assessment purposes, students could be assessed on their ability to:

* gather and analyse information
* research information
* communicate information.

Fieldwork activities

Assessment activities might include pre-fieldwork and post-fieldwork tasks as well as the actual fieldwork itself (e.g. the development of a questionnaire to be used in the fieldwork, the collection of information in the field, and the writing up of a report to communicate the fieldwork findings).

Presentations

Assessment activities might include prepared and impromptu oral presentations, role-plays, poster presentations, prepared digital recordings (video/audio) and displays.

When these techniques are used for assessment purposes students could be assessed on their ability to:

* participate in scenarios
* communicate geographical information effectively using oral and graphical forms.

Peer assessment

International Studies encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contributions of individuals to a group task, and reflecting on a peer presentation.

Self-assessment

In International Studies, students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect on their progress towards the achievement of the course outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process that becomes increasingly more sophisticated and self-initiated as a student progresses.