

STAGE 2 SOCIETY AND CULTURE

ASSESSMENT TYPE 1: FOLIO SOCIAL INQUIRY

Group 1 Topic: Culture – work and Leisure

Purpose

To provide you with the opportunity to apply some of the key skills of social inquiry and investigation on aspects of work and leisure.

Description of assessment

Critically analyse the statement: “Balancing leisure, work and Wellbeing”. You may consider the statement from the perspective of Indigenous peoples.

Make sure your report addresses the following:

- identifying, evaluating, and using evidence from a range of sources of information, including primary and secondary sources;
- evaluating examples of evidence that explain the nature and causes of social change and the connection between work, leisure and wellbeing;
- exploring the significance of work and life issues;
- acknowledging sources appropriately.

Assessment conditions

Communicate your informed ideas in a written report of a maximum of 1500 words or a maximum of 7 minutes for an oral report, photo story with pre-recorded narrative or the equivalent in another multimodal form.

Assessment Design Criteria

Knowledge and Understanding

The specific features are as follows:

KU1 Knowledge and understanding of different aspects of and issues related to contemporary societies and cultures, in local and global contexts.

KU2 Knowledge and understanding of the nature and causes of social change.

KU3 Understanding of ways in which societies and cultures are connected and interdependent.

Investigation and Analysis

The specific features are as follows:

IA1 Investigation and analysis of different aspects of and issues related to contemporary societies and cultures, in local and global contexts.

IA2 Investigation and analysis of ways in which power structures operate in societies.

Collaboration

The specific features are as follows:

CI1 Planning and evaluation of collaborative social action related to an inquiry in a chosen topic.

CI2 Collaborative social action.

CI3 Individual contribution to group activity.

Evaluation and Communication

The specific features are as follows:

EC1 Evaluation and use of evidence from a range of sources and perspectives, with appropriate acknowledgment of sources.

EC2 Communication of informed ideas about societies and social and cultural issues.

Topic: BALANCING WELLBEING, WORK, AND LEISURE

Wellbeing

Identify: Make notes about what 'wellbeing' means to you. Describe what good wellbeing looks like compared to not enough wellbeing? What makes the difference?

Investigate: Would others agree with you? Identify two key people to interview and ask for their opinions about what impacts on their wellbeing. Did you find new ideas to explore?

Research: Using a variety of secondary sources, research wellbeing. You could use newspapers, magazines, the internet, reference books and/or wikis to explore and research past and current trends for wellbeing locally / nationally / globally.

Analyse: look at the connections between wellbeing and choose several key factors e.g. gender; financial status; disability; carers; family traditions; education; race; culture; religion. Look for events/circumstances that have changed the impact of these factors on their leisure and wellbeing.

Work

Identify: Make some notes about why people, locally/globally work. How does too much/too little work impact on people? Why has this happened? What do you think are issues that people have difficulty with at work? Who is likely to suffer from a lack of work and how does this impact on people? What are the positive and negative impacts of volunteer work?

Investigate: using primary sources – interview / survey two people about their work conditions, and ask about their ideas for improvement. What did you learn? What else do you need to find out?

Research: using secondary sources, find information about changes to work over time (you could do a brief snapshot of the last 100 / 50 years). You could use e.g. newspapers, magazines, internet, union organisations, to explore and research past and current facts and trends locally and/or globally.

Analyse: starting from what you first knew, using what you have learnt from others, and from what you have gathered, decide what are some key issues about work, and how these issues impact on both the work and people's lives. What are some factors influencing change for better or worse?

Leisure

Identify: Make notes so you have a record of your ideas. How would you define leisure? What activities could be classed as leisure? What do you do for leisure? How does it contribute to your wellbeing? What else would be good to find out?

Investigate: Identify others who may bring different views about leisure and ask for their thoughts through interviews / blogs / surveys. What do they think leisure will look like in the future?

Research: using secondary sources, research how leisure has changed over time (perhaps try to gain a brief snapshot over the last 100 / 50 years). You could use a variety of sources including movies, advertising, historical photos, and internet to explore and research past and current trends locally/globally.

Analyse: Explain any connections between leisure and work with key factors e.g. income; family; and community life. Explain any evidence of social issues arising when any of these factors is out of balance (e.g. drugs; racism; war; social status; nature; transport; the natural environment).

Evaluate: Make notes to bring the inquiry together in your own thoughts

- How have different people's wellbeing, work, and leisure changed over time and place?
- What are some positive and negative effects on wellbeing of work, and leisure?
- What factors in societies affect an individual's wellbeing, work, and leisure choices and behaviour?
- What are some local and global social and cultural changes in modern societies that have contributed to people's wellbeing?
- How do different societies ensure or deny basic needs and human rights are met?
- Do you need any more information? How reliable is the information you have gathered?

'BALANCING WELLBEING, WORK, AND LEISURE'

Page 1	The previous page of guiding bubbles may help guide your inquiry into wellbeing, work and leisure.
Page 2	This page may be used to help guide your response.

Preparing your response:

Analyse the statement 'Balancing wellbeing, work, and leisure' by discussing and making notes to record your thinking.

Summarise your findings from your investigation and research.

Make a list three points that are positive and three negative points for each of the following headings: (Once you have listed all the most interesting and / or important points, you can highlight those that you wish to include in your response.)

- What are the positives and negatives regarding people's **wellbeing**?
- What are the positives and negatives of people's **work** in relation to wellbeing?
- What are the positives and negatives of people's **leisure**?

Conclude from your notes whether you agree, or do not agree, with the statement that people are able to achieve 'Balancing Wellbeing, Work, and Leisure'.

Structuring your response:

1. Within the **opening paragraph** the following should occur:
 - A brief introduction should be given in relation to the topic i.e. whether you agree or disagree with the statement.
 - Clear links between the topic and the findings should be established i.e. list the points that you are going to consider in your report in the order in which they appear in the body of the text response.
2. **Section one**
 - Make your first point which addresses the statement 'Balancing Wellbeing, Work and Leisure' and give appropriate, referenced examples from your investigation and research.
 - The trick is to argue the point you wish to make by using references as examples to verify the point (back up your opinion or findings).
 - Balance the information, put in enough information but not more than is needed.
 - You could make the last point of this section introduce the next section (if you outlined your argument in the introduction to make sure the point order remains constant).
3. **Section two / Section three etc**
 - As for section one.
4. **Conclusion**
 - Avoid restating the statement of your opening paragraph.
 - Save a final point which addresses the statement but at the same time rounds off your argument.
 - Often a good quote can achieve this.
 - Be confident and clear by drawing the points of your discussion together.
5. **Remember to check:**
 - Spelling; grammar; spelling of titles/authors' names.
 - Acknowledge sources appropriately (you could use an on-line Harvard Style Reference Generator).

Performance Standards for Stage 2 Society and Culture

	Knowledge and Understanding	Investigation and Analysis	Collaboration	Evaluation and Communication
A	<p>In-depth knowledge and perceptive understanding of a range of aspects of and issues related to contemporary societies and cultures, in local and global contexts.</p> <p>In-depth knowledge and understanding of the nature and causes of social change.</p> <p>Perceptive understanding of a variety of ways in which societies and cultures are connected and interdependent.</p>	<p>Focused investigation and insightful analysis of a range of aspects and issues related to contemporary societies and cultures, in local and global contexts.</p> <p>Focused investigation and well-informed and critical analysis of ways in which power structures operate in societies.</p>	<p>Productive and inclusive planning and evaluation of collaborative social action related to an inquiry in a chosen topic.</p> <p>Insightful and well-informed collaborative social action.</p> <p>Constructive and well-focused individual contribution to group activities.</p>	<p>Insightful and focused evaluation and use of evidence from a range of sources and perspectives, with appropriate acknowledgment of sources.</p> <p>Incisive and coherent communication of informed ideas about societies and social and cultural issues.</p>
B	<p>Some depth in knowledge and well-informed understanding of a range of aspects of and issues related to contemporary societies and cultures, in local and global contexts.</p> <p>Some depth in knowledge and understanding of the nature and causes of social change.</p> <p>Well-considered understanding of a variety of ways in which societies and cultures are connected and interdependent.</p>	<p>Well-organised investigation and well-considered analysis of a range of aspects and issues related to contemporary societies and cultures, in local and global contexts.</p> <p>Well-organised investigation and informed and critical analysis of ways in which power structures operate in societies.</p>	<p>Productive planning and evaluation of collaborative social action related to an inquiry in a chosen topic.</p> <p>Well-organised and informed collaborative social action.</p> <p>Considered and active individual contribution to group activities.</p>	<p>Well-considered and informed evaluation and use of evidence from a range of sources and perspectives, with appropriate acknowledgment of sources.</p> <p>Thoughtful and clear communication of informed ideas about societies and social and cultural issues.</p>
C	<p>Some detailed knowledge and informed understanding of different aspects of and issues related to contemporary societies and cultures, in local and global contexts.</p> <p>Some detailed knowledge and understanding of the nature and causes of social change.</p> <p>Considered understanding of some of the ways in which societies and cultures are connected and interdependent.</p>	<p>Generally organised investigation and considered analysis of different aspects of and issues related to contemporary societies and cultures, in local and global contexts.</p> <p>Generally organised investigation and informed analysis of one or more ways in which power structures operate in societies.</p>	<p>Competent planning and evaluation of collaborative social action related to an inquiry in a chosen topic.</p> <p>Generally organised and informed collaborative social action.</p> <p>Appropriate individual contribution to group activities.</p>	<p>Evaluation and use of evidence from a range of sources and perspectives, with mostly appropriate acknowledgment of sources.</p> <p>Competent communication of informed ideas about societies and social and/or cultural issues.</p>
D	<p>Identification and awareness of some aspects of and/or issues related to contemporary societies and cultures, in local and/or global contexts.</p> <p>Some recognition and awareness of the causes of social change.</p> <p>Identification and awareness of some of the ways in which societies and cultures are connected.</p>	<p>Partial investigation and description of some aspects of and/or issues related to contemporary societies or cultures, in local and global contexts.</p> <p>Basic investigation and description of one of the ways in which power structures operate in societies.</p>	<p>Superficial contribution to planning and evaluation of collaborative social action related to an inquiry in a chosen topic.</p> <p>Attempted engagement in collaborative social action.</p> <p>Superficial individual contribution to group activities.</p>	<p>Superficial and limited use of evidence from easily accessible sources, with limited perspectives, and inconsistent acknowledgment of sources.</p> <p>Communication of basic ideas about one or more social and/or cultural issues.</p>
E	<p>Some awareness of one or more aspects of or issues related to a contemporary society or culture, in a local or global context.</p> <p>Limited awareness of any causes of social change.</p> <p>Emerging awareness of one or more ways in which societies and cultures are connected.</p>	<p>Attempted investigation and brief description of an aspect of a contemporary society or culture, in a local or global context.</p> <p>Emerging awareness of one of the ways in which power structures operate in societies.</p>	<p>Attempted contribution to planning and evaluation of collaborative social action related to an inquiry in a chosen topic.</p> <p>Limited engagement in collaborative social action.</p> <p>Limited individual contribution to group activities.</p>	<p>Attempted use of evidence from one or more easily accessible sources, with limited acknowledgment of sources.</p> <p>Attempted communication about one or more social and/or cultural issues.</p>