



<b>Task Number</b>	1	<b>Task Name</b>	Cross-Cultural Essay
<b>Course</b>	Society and Culture	<b>Faculty</b>	HSIE
<b>Teacher</b>	J. Selwood	<b>Head Teacher</b>	J. Selwood
<b>Issue date</b>	Term 1 Wk 4	<b>Due date</b>	1pm, Friday 22 <sup>nd</sup> March (Wk 8)
<b>Focus (Topic)</b>	Maasai Case Study	<b>Task Weighting</b>	30%

### Outcomes

- P1 Identifies and applies social and cultural concepts
- P3 Identifies and describes relationships and interactions within and between social and cultural groups
- P9 Uses appropriate course language and concepts suitable for different audiences and contexts
- P10 Communicates information, ideas and issues using appropriate written, oral and graphic forms

### Task description

Write 1000-1200 words\* in response to the following question:

*Compare and contrast the construction of **gender** and the **roles and status** of young people in your own culture and the Maasai culture.*

Research Maasai culture using the secondary research method. You must include a bibliography of all secondary sources used. You will also research your own culture using the method of personal reflection. Your response should:

- Give an overview of Maasai culture and society
- Compare and contrast, using examples, the roles and status of young Maasai people with your own roles and status in society
- Compare and contrast, using examples, how both cultures construct gender roles
- Explain how and why gender roles and the roles and status of young people are changing in both cultures.

Your response should have an introduction, body and conclusion. You will be provided with support in doing your secondary research and a scaffold to help you write your response.

## Marking Guidelines

CRITERIA		MARK
<p><b>Outstanding</b> – Extensive knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Accurately and explicitly explains how fundamental and additional course concepts apply to both cultures; uses clear, formal and precise language with relevant vocabulary</li> <li>• Sophisticated description of social and cultural interactions and relationships in both cultures using a range of relevant examples</li> <li>• Features an introduction summarizing main points, a body expanding on main points and a conclusion summing up main arguments; response systematically and clearly addresses the essay topic; paragraphs consist of key points/ arguments, explanation/ elaboration, examples or evidence to support points/ arguments; all secondary sources used are correctly referenced in a properly formatted bibliography.</li> </ul>	25-30	
<p><b>High</b> – Thorough knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Accurately explains how fundamental and additional course concepts apply to both cultures; uses clear language with relevant vocabulary</li> <li>• Describes, in detail, social and cultural interactions and relationships in both cultures using relevant examples</li> <li>• Features an introduction, a body expanding on main points and a conclusion summing up main arguments; response clearly addresses the essay topic; paragraphs consist of key points, explanation/elaboration, examples or evidence to support points/ arguments; clearly identifies all secondary sources used in a bibliography</li> </ul>	20-24	
<p><b>Sound</b> – Satisfactory knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Applies course concepts to both cultures; uses clear language</li> <li>• Describes relevant examples of social and cultural interactions or relationships in both cultures</li> <li>• Essay may include an introduction, a body and a conclusion; response is relevant to the essay topic; responses is organised into paragraphs; all secondary sources used are referenced in a bibliography.</li> </ul>	15-19	
<p><b>Basic</b> – Elementary knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• May mention some course concepts; uses simple language and terms</li> <li>• May describe relevant aspects of culture or society</li> <li>• Response doesn't clearly or consistently address the essay topic; writing is largely unstructured; secondary sources used are referenced in a bibliography.</li> </ul>	9-14	
<p><b>Limited</b> – Minimal knowledge, understanding and skills are displayed through:</p> <ul style="list-style-type: none"> <li>• Little or no reference to course concepts; writes very little in simple language</li> <li>• Little or no reference to relevant aspects of culture or society</li> <li>• Response doesn't adequately address the essay topic, doesn't refer to secondary sources</li> </ul>	0-8	
<input type="checkbox"/> <i>Late submission – no misadventure</i> <input type="checkbox"/> <i>Assessment not submitted</i>	<input type="checkbox"/> <i>Parental notification</i> <input type="checkbox"/> <i>Plagiarism: zero marks awarded</i>	
<p><b>Feedback</b></p>		