



# SOCL11055 *Sociology of Australian Society*

## Term 1 - 2024

Profile information current as at 09/05/2024 10:28 pm

All details in this unit profile for SOCL11055 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit provides you with an understanding of Australian society in an increasingly diverse and globalising world and how it has developed over time. It will examine how Australian history has helped to define Australian national identities. You will explore issues of power and social change and consider a range of social issues using sociological concepts. This will give you an understanding of the politico economic distribution of resources that shape social inequalities around culture, ethnicity, "race", gender and sexuality. You will develop an understanding of Australian Indigenous issues, processes of settlement and colonisation and multiculturalism and the implications of the globalisation of society. In this way the unit will be the basis for a professional career in human service and other workplaces.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2024

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Portfolio**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback SUTE

##### **Feedback**

The Zoom tutorial sessions were interactive and helped in understanding the content.

##### **Recommendation**

The unit coordinator will endeavour to continue to deliver the tutorials and unit material in an engaging and informative way to support students' learning.

#### Feedback from Student feedback SUTE

##### **Feedback**

The assessment help sessions on Zoom were invaluable and provided useful additional knowledge.

##### **Recommendation**

The unit coordinator will continue to provide additional assessment help sessions to advise students on their assignment preparation.

#### Feedback from Student feedback SUTE

##### **Feedback**

The assignment feedback needs to be clear and usable.

##### **Recommendation**

The unit coordinator will work closely with markers and provide further direction providing students with clearer and more constructive feedback. While only a small number of students identified this as an issue, further instruction and clearer feedback content will be provided to markers.

#### Feedback from Student feedback SUTE

##### **Feedback**

Use more examples or elaboration and link content to real-world applications.

##### **Recommendation**

The unit coordinator will update the learning materials, including readings, with more examples and explanations to support students' understanding of the topics, key concepts, theories and processes. More real-world examples and evidence of application will be provided around social work topics and societal issues for social work students.

## Unit Learning Outcomes

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

1. Understand contemporary Australian society in a global context
2. Identify the relevance of sociological concepts in everyday life
3. Outline the role of cultural diversity in Australian history and identity
4. Examine the role of colonialism and resistance in the lives of Aboriginal and Torres Strait Islander People - both past and present.

Nil

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 20%		•		
2 - Written Assessment - 40%	•	•		
3 - Portfolio - 40%	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving				
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence	•		•	•
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Textbooks and Resources

### Textbooks

SOCL11055

#### Prescribed

##### Sociology

Edition: 7 (2021)

Authors: Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E.

Pearson/Australia

Melbourne, Vic, Australia

ISBN: 9781488624605

Binding: Paperback

#### Additional Textbook Information

eTextbook copies of the text are available from the CQUniversity bookshop and the publisher.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Susan Rockloff** Unit Coordinator

[s.rockloff@cqu.edu.au](mailto:s.rockloff@cqu.edu.au)

**Shirley Ledger** Unit Coordinator

[s.ledger@cqu.edu.au](mailto:s.ledger@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sociology, the sociological imagination and our social selves	<b>* Check the e-Reading list on the Moodle site for further required weekly readings &amp; videos.</b> <b>Textbook:</b> Van Krieken et al. (2021) Ch.1	Complete <a href="#">ichange module</a>

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sociological investigations	<b>Textbook:</b> Van Krieken et al. (2021) Ch.16	

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social (individual) selves & sociological theories	<b>Textbook:</b> Van Krieken et al. (2021) Ch. 4 & 17	<b>Complete</b> Practice Quiz
<b>Week 4 - 25 Mar 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Class and inequality in Australian society	<b>Textbook:</b> Van Krieken et al. (2021) Ch.9	<b>Online Timed Quiz</b> Due: Week 4 Thursday (28 Mar 2024) 11:00 pm AEST
<b>Week 5 - 01 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Identities - Indigenous, national, ethnic and racial	<b>Textbook:</b> Van Krieken et al. (2021) Ch.10	
<b>Vacation Week - 08 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 15 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Identities - Gender and sexuality	<b>Textbook:</b> Van Krieken et al. (2021) Ch.11	
<b>Week 7 - 22 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Intersectionality	<b>e Reading list on Moodle</b>	<b>Photographic &amp; Written Essay on a Public Issue (1000 words +/-10%)</b> Due: Week 7 Monday (22 Apr 2024) 9:00 am AEST
<b>Week 8 - 29 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Globalisation of society	<b>Textbook:</b> Van Krieken et al. (2021) Ch.2	
<b>Week 9 - 06 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Australian families and diversity	<b>Textbook:</b> Van Krieken et al. (2021) Ch.5	
<b>Week 10 - 13 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Health and inequalities	<b>Textbook:</b> Van Krieken et al. (2021) Ch.12	
<b>Week 11 - 20 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Power and the state	<b>Textbook:</b> Van Krieken et al. (2021) Ch.14	
<b>Week 12 - 27 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Crime and deviance in Australian society	<b>Textbook:</b> Van Krieken et al. (2021) Ch.15	<b>Portfolio (Infographic &amp; 1000 words +/-10%)</b> Due: Week 12 Friday (31 May 2024) 9:00 am AEST

## Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Online Timed Quiz

#### Assessment Type

Online Quiz(zes)

#### Task Description

##### Aim

This assessment aims to assess your understanding of fundamental concepts, methods, theoretical perspectives, and facts covered by the set textbook, required readings, lectures, and tutorials covered in weeks 1 to 4 of the term.

##### Instructions

You are undertaking an online quiz that must be completed before the closing date. The quiz will assess your knowledge and understanding of materials covered in weeks 1 to 4 of the term. There will be a total of 40 multiple-choice questions, and you must answer the questions in 50 minutes. Each correct answer is worth half a mark.

Access the quiz via the Assessment 1 portal on the Moodle site. The quiz will be available for two days and will become available on Wednesday, 27 March (week 4) at 8 am (AEST). The quiz closes at 11 pm (AEST) on Thursday, 28 March (week 4).

There is only one correct answer to each question, and you need to select the option corresponding to this answer.

There are four answer options. There are no penalties for incorrect answers. While you can refer to the textbook or other resources while taking the quiz, you cannot afford to do this for every question because of the time limit. You need to have a good understanding of the unit content before taking the quiz.

Each student will receive a customised quiz, chosen randomly from the test bank, so collusion will not be possible.

If you have an Accessibility Plan that requires adjustment to your assessment, please contact the Unit Coordinator at the start of the term. Adjustments cannot be made after the quiz opens.

Some practice quizzes are available to familiarise yourself with the format, content type, and process.

#### Requirements

Computer access with a reliable internet connection.

Commence the quiz no later than 10.10 pm on Thursday, 28 March 2024. The quiz will close at 11 PM (AEST) and all open quiz attempts will be submitted.

#### Resources

You can use your set textbook, unit materials and other credible sources during the quiz.

We recommend that you prepare before the quiz day and take the practice quizzes.

#### Submission

You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.

#### Number of Quizzes

1

#### Frequency of Quizzes

#### Assessment Due Date

Week 4 Thursday (28 Mar 2024) 11:00 pm AEST

#### Return Date to Students

Week 5 Tuesday (2 Apr 2024)

#### Weighting

20%

#### Assessment Criteria

The quiz questions are randomly drawn from a test bank of multiple choice questions. Your answer will be assessed against the correct answer in the text bank.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit your quiz answers at the completion of the quiz and by the end of 50 minutes.

## Learning Outcomes Assessed

- Identify the relevance of sociological concepts in everyday life

## 2 Photographic & Written Essay on a Public Issue (1000 words +/-10%)

### Assessment Type

Written Assessment

### Task Description

#### Aim

This assessment aims to strengthen your understanding of the distinction between a personal trouble and a public issue. The photographic and written essay allows you to develop a better awareness of social inequality concerning a specific public issue and use this issue to think critically about potential solutions to the public issue. You will learn how visual imagery can be used to tell a sociological story and demonstrate your academic writing and referencing skills.

### Instructions

#### WRITTEN - PART A

In his book *The Sociological Imagination*, C. Wright Mills (1959) distinguished between “personal troubles” and “public issues.” This assessment requires you to visually demonstrate that when a “personal trouble” occurs at a larger scale, this difficulty becomes a “public issue” in need of structural solutions. You will specifically construct both a sociological essay with a photographic part and a written part that responds to the five reflection questions specified below. Your written essay part does not require an introduction or conclusion section. Format the assignment with a cover page, a written discussion section, the photographic essay part, and a reference list.

Answer these five reflection questions in the written discussion section with consideration of social inequality.

1. What is a personal trouble and a public issue?
2. What is your chosen public issue and why did you decide to study this issue?
3. What makes this problem a public issue and not a personal trouble?
4. How do the photographs you selected relate specifically to this issue?
5. What additional structural solutions do you recommend for your public issue?

#### PHOTOGRAPHIC - PART B

Your photographic essay part B will be comprised of five or six photographs. The first one or two photographs will present what at first glance might seem to be a personal trouble. The second set of photographs (either 2 or 3 photos) will show the extent of the issue and thus reinforce the idea that some private troubles are also public issues. The last set of photographs (either 1 or 2 photos) will demonstrate a large-scale solution to the public issue.

Please see the Assessment 1 folder on the unit's Moodle for further information on how to find and present the photographs.

### Literature and references

In this assessment, use at least 5 contemporary references (<10 years) to support your discussion. The set textbook is one suitable reference. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage.

Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Include the correct word count for your assignment on the Cover Page.
- Use formal academic language.
- Write in the third-person perspective, except for when you are reflecting on your choice of public issue where you are required to use the first-person perspective.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic



Learning Centre has an online CQU [APA Referencing Style Guide](#).

- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

### Resources

- The quality and credibility of your sources are important. You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument.
- We recommend that you access your discipline specific [library guide: Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission – [instructions are available here](#).

### Generative AI

Generative artificial intelligence (Gen-AI) includes a range of computer programs that use data sets and computer-generated information to create new content. For this assessment, you may use Gen-AI to help you understand the question, explain research concepts, and check references are in the correct format. If you use Gen-AI, you should include a statement that declares that you have used Gen-AI and how you have used Gen-AI.

You should not use Gen-AI in the creation or critical analysis of the content or to write or rewrite any part of your assessment.

You should be aware that Gen-AI output can be incorrect and can include fictitious references and sources. (This assignment is a modified form of an assessment provided to me by Professor Annette Nierobisz, Professor of Sociology (Carleton College) who adapted the work of Carol A. Jenkins. 1. "Developing a Photographic Essay - Making a Public Statement About a Social Problem or Issue." Assessment)

### Assessment Due Date

Week 7 Monday (22 Apr 2024) 9:00 am AEST

### Return Date to Students

Week 10 Monday (13 May 2024)

### Weighting

40%

### Assessment Criteria

#### Assessment 2 - Assessment Criteria

	<b>High Distinction (84.5-100%)</b>	<b>Distinction (74.5-84.4%)</b>	<b>Credit (64.5-74.4%)</b>	<b>Pass (49.5-64.4%)</b>	<b>Fail (0-49.4%)</b>
Writing quality (10%)	Consistently accurate with spelling, grammar and paragraph structure.	Minimal spelling, grammar or paragraph structure errors and adhering to the word count.	A few spelling, grammar or paragraph structure errors.	Several spelling, grammar or paragraph structure errors.	Many errors in spelling, grammar or paragraph structure.
Word count (5%)	Adheres to the word count.				Fails to adhere to the word count.

Demonstrates ability to source relevant contemporary references & to apply APA style to in-text referencing (10%)	A minimum of 8 contemporary references were used. Consistently integrates references to support and reflect ideas, factual information and quotations with consistently accurate in-text referencing.	A minimum of 7 contemporary references were used. Generally, integrates references to support and reflect ideas, factual information, and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.	A minimum of 6 contemporary references were used. Frequently integrates references to support and reflect ideas, factual information, and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors are identified.	A minimum of 5 contemporary references were used. Occasionally integrates references to support and reflect ideas, factual information, and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors were identified.	The required minimum number of 5 references is not used, or none are contemporary. Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations. Inconsistent with APA 7th Edition style. >6 inaccuracies with in-text referencing.
Demonstrates ability to apply APA 7th Ed referencing list style & prepare a reference list (5%)	The list appears in alphabetical order and fully adheres to APA 7th ed ref style.	The reference list appears alphabetically and consistently adheres to APA ref style.	The reference list appears alphabetically and frequently adheres to APA ref style.	The reference list appears alphabetically and occasionally adheres to APA ref style.	The reference list does not appear in alphabetical order and does not adhere to APA ref style.
<b>Part A. Written</b> Demonstrates a sociological understanding of the concepts of personal trouble, public issues & social inequality in the literature & using supporting evidence. (30%)	Excellent sociological understanding with all the concepts being correctly described using strong supporting evidence The five questions are answered and there is evidence of critical thinking.	Very good sociological understanding with all the concepts being correctly described using good supporting evidence. The five questions are answered and there is attention to detail with some minor gaps.	Good sociological understanding with all of the concepts being correctly described using some supporting evidence. The five questions are answered but there are a few gaps and more detailed explanations are needed.	Satisfactory sociological understanding with some concepts being correctly described but answers lack detail and supporting evidence in parts. The five questions are answered but there are numerous gaps and the explanations are lacking.	Poor sociological understanding with most of the concepts not properly described, lacking in sufficient detail and requiring greater supporting evidence. The five questions are either poorly answered or not answered with substantial gaps in the discussion.
Identifies appropriate structural solutions using the literature (10%)	Several suitable solutions have been identified.	A few suitable solutions have been identified.	Solution(s) have been identified that show some relevance to the public issue.	One solution has been identified that shows some relevance to the public issue.	No solutions have been identified or solution(s) have been identified that are either not relevant or do not relate to the public issue.

<b>Part B. Photographic Content</b> - Demonstrates an understanding of the concepts of personal trouble and public issue and presenting a large scale solution using a photographic story (20%)	Excellent titles are provided; effectively convey a personal trouble/public issue; five-six photographs are presented. Photographs tell a story about a private/trouble/public issue. Citation is provided for each photograph; final one or two photographs demonstrate large scale solutions to the public issue.	Suitable titles are provided along with useful photographs that make a very good effort to convey a personal trouble/public issue; there is a good effort to demonstrate large scale solutions to the public issue.	Some titles may be missing or lacking; many photographs make a good effort to convey a personal trouble/public issue; there is a good effort to demonstrate large scale solutions to the public issue.	Satisfactory effort where some elements are present. Some photographs and titles are adequate to convey a personal trouble/public issue. May not clearly demonstrate large scale solutions to the public issue.	Submission is missing many required elements – title, photographs, and/or citations. There is a poor demonstration of large scale solutions to the public issue.
<b>Presentation</b> (10%)	Excellent effort in presenting high quality images. Photographs are presented in a visually pleasing manner.	Very good effort in presenting high quality images. Photographs are mostly presented in a visually pleasing manner with some minor gaps.	Good effort in presenting some high quality images. Photographs show attention to detail but with some gaps that impact on presentation and understanding by the reader.	Satisfactory effort in presenting images. Photographs show some attention to detail with some gaps that impact on presentation and understanding by the reader.	Poor effort in presenting images. Most or some of the photographs lack attention to detail and this impacts their presentation and understanding by the reader.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Submit your assessment via Moodle in Microsoft Word format only. Submit a single document file.

### Learning Outcomes Assessed

- Understand contemporary Australian society in a global context
- Identify the relevance of sociological concepts in everyday life

## 3 Portfolio (Infographic & 1000 words +/-10%)

### Assessment Type

Portfolio

### Task Description

#### Aim

The aim is to assess your understanding of the unit materials by having you demonstrate your understanding of the legacy of Western colonialism on the health of First Nation Australians using an infographic. In producing the infographic, you will learn to locate, evaluate and use data and information in a compact and an easy to understand way. The other two parts of the portfolio focus on your understanding of the power in discourse to shape social identities, and how we are influenced by the macro forces of globalisation and capitalism in a changing Australian society.

There are three parts to the portfolio requiring completion.

### Instructions

#### Part 1. First Nation's Health Inequality Infographic

Choose three social determinants of health (SDoH) (e.g., housing, education, unemployment) and examine how inequality impacts Australia's First Nation people's health by synthesising the relevant research literature. Show how decolonisation action can help address health inequalities and promote health equity for First Nation people. Create an infographic to visually communicate the main points covering the:

- selected SDoH

- health inequalities
- decolonisation action for health equity.

This infographic will show the story of the Western colonisation of Australia's First Nation people.

Your infographic needs to be A3 sized and the use of colour is encouraged. The infographic requires an informative title/header, clear text and images that effectively communicate the information, along with correct spelling and grammar. Overall, the infographic needs to be effective in visually presenting the story of First Nation's health inequality in Australia. Ensure the colour scheme is visually appealing and the graphs and any figures or images are effective in conveying information.

On a separate page include the information sources used to inform your infographic in a reference list along with a list of your image sources. An example of an infographic is available in the Assessment 3 folder on the Moodle site. Students may use software tools, such as Canva, to help combine images, text and graphics to enhance the visual content of the infographic.

## **Part 2. Social identity discussion (500 words)**

How do discourses surrounding 'normalcy' and 'deviance' function to perpetuate power differentials and influence individuals' constructions of self-identity within the socio-cultural context of Australian society? Using contemporary literature, use examples to support your discussion of these discourses.

## **Part 3. Reflection (500 words)**

Write a short autobiography covering three ways your individual experiences in Australian society has been shaped by the macro forces of globalisation and capitalism.

## **Literature and references**

In this assessment, use at least 6 contemporary references (<10 years) to support your discussion. The set textbook is one suitable reference. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage.

Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

## **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Include the correct word count for your assignment on the Cover Page.
- Use formal academic language.
- Write in the third-person perspective, except for the Part 3. Reflection discussion where you are required to use the first-person perspective.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU [APA Referencing Style Guide](#).
- The word count is considered from the first word of the discussion to the last word of the discussion. The word count excludes the reference list but includes in-text references and direct quotations.

## **Resources**

- The quality and credibility of your sources are important. You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument.
- We recommend that you access your discipline specific [library guide: Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
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## **Generative AI**

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standards.

You should not use Gen-AI in the creation or critical analysis of the content or to write or rewrite any part of your assessment.

You should be aware that Gen-AI output can be incorrect and can include fictitious references and sources.

### Assessment Due Date

Week 12 Friday (31 May 2024) 9:00 am AEST

### Return Date to Students

20 June 2024

### Weighting

40%

### Assessment Criteria

#### Assessment 3 - Assessment Criteria

	<b>High Distinction (84.5-100%)</b>	<b>Distinction (74.5-84.4%)</b>	<b>Credit (64.5-74.4%)</b>	<b>Pass (49.5-64.4%)</b>	<b>Fail (0-49.4%)</b>
Writing quality (10%)	Consistently accurate with spelling, grammar and paragraph structure.	Minimal spelling, grammar or paragraph structure errors and adhering to the word count.	A few spelling, grammar or paragraph structure errors.	Several spelling, grammar or paragraph structure errors.	Many errors in spelling, grammar or paragraph structure.
Word count (5%)	Adheres to the word count.				Fails to adhere to the word count.
Demonstrates the ability to source relevant contemporary references & to apply APA style to in-text referencing (10%)	A minimum of 8 contemporary references were used. Consistently integrates references to support and reflect ideas, factual information and quotations with consistently accurate in-text referencing.	A minimum of 7 contemporary references were used. Generally, integrates references to support and reflect ideas, factual information, and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.	A minimum of 6 contemporary references were used. Frequently integrates references to support and reflect ideas, factual information, and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors are identified.	A minimum of 5 contemporary references were used. Occasionally integrates references to support and reflect ideas, factual information, and quotations, with 5 or 6 exceptions. 5-6 consistent in-text referencing errors were identified.	The required number of 5 references is not used, or none are contemporary. Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations. Inconsistent with APA 7th Edition style. >6 inaccuracies with in-text referencing.
Demonstrates the ability to apply APA 7th Edition referencing list style & prepare a reference list (5%)	The reference and source lists appear in alphabetical order and fully adhere to APA 7th ed ref style.	The reference and source lists appear alphabetically and consistently adhere to APA ref style.	The reference and source lists appear alphabetically and frequently adhere to APA ref style.	The reference and source list appears alphabetically and occasionally adheres to APA ref style.	The reference and source lists do not appear in alphabetical order and do not adhere to APA ref style.

<b>Part 1. Infographic Content (20%)</b>	Excellent information and images provided for the three social determinants of health, health inequalities and decolonisation action; it effectively shows the story of Western colonisation and decolonisation action.	Very good information and images are provided for the three social determinants of health, health inequalities and decolonisation action; it shows the story of Western colonisation and decolonisation action.	Good information and images are provided for the three social determinants of health, health inequalities and decolonisation action; it shows the story of Western colonisation and decolonisation action with some minor gaps.	Satisfactory information and images provided for the three social determinants of health, health inequalities and decolonisation action; the story of Western colonisation and decolonisation action has some gaps and limitations.	Submission is missing many required elements. There is poor coverage of the three social determinants of health, health inequalities and decolonisation action; plus, the story of Western colonisation and decolonisation action is not adequately shown.
Presentation (10%)	High-quality, visually pleasing images and excellent text are effectively presented and easily comprehensible by the reader.	Quality Images and very good text are presented, providing very good visual appeal and reader comprehension.	Text and images show good attention to detail but with a few gaps affecting presentation and understanding by the reader.	Text and images show adequate attention to detail but with several gaps affecting presentation and reader comprehension.	Text and/or images are inadequate. Some or most of the text and images lack appropriate detail and this impacts presentation and reader comprehension.
<b>Part 2. Discussion</b> Demonstrates how discourses on 'normalcy' and 'deviance' perpetuate power imbalances and shape individuals' self-identity in Australian society. (20%)	Excellent sociological understanding is shown of the term discourse, the discourses of interest, and how these discourses influence an individual's self-identity. The discussion provides examples and there is evidence of critical thinking.	Very good sociological understanding shown of the term discourse, the discourses of interest, and how these discourses influence an individual's self-identity using good supporting evidence.	Good sociological understanding is shown of the term discourse, the discourses of interest, and how these discourses influence an individual's self-identity using some supporting evidence.	Satisfactory sociological understanding is shown of the term discourse, the discourses of interest, and how these discourses influence an individual's self-identity. However, the answer lacks detail and supporting evidence in parts.	Poor sociological understanding is shown of the terms discourse and self-identity, and of the discourses of interest and how identity is constructed in society. Any examples used are lacking.
<b>Part 3. Reflection</b> Demonstrates three ways globalisation and capitalism have shaped your individual experiences in Australian society. (20%)	Provides a comprehensive understanding of the concepts and a sociological explanation of how their individual experiences have been shaped by globalisation and capitalism in Australian society.	Provides a very good understanding of the concepts and a sociological explanation of how their individual experiences have been shaped by globalisation and capitalism in Australian society.	Provides a good understanding of the concepts and a sociological explanation of how their individual experiences have been shaped by globalisation and capitalism in Australian society.	Provides a satisfactory understanding of the concepts and a sociological explanation of how their individual experiences have been shaped by globalisation and capitalism in Australian society.	Offers little to no understanding of the concepts or sociological explanation of how individual experiences relate to globalisation and capitalism.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit your assessment via Moodle in Microsoft Word format only. Submit one file for the infographic and one file for parts 2 & 3, the reference list and the infographic image source list

## Learning Outcomes Assessed

- Understand contemporary Australian society in a global context
- Identify the relevance of sociological concepts in everyday life
- Outline the role of cultural diversity in Australian history and identity
- Examine the role of colonialism and resistance in the lives of Aboriginal and Torres Strait Islander People - both past and present.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem