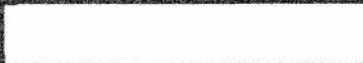


STAGE 2 SOCIETY AND CULTURE

Group Task

Globalisation and Fair Trade in Food Trade



2012

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GLOBALISATION

FAIR TRADE

Fair trade is a global movement involving the exchange of goods produced within companies which operate under rational working conditions¹. The aim of this is to ensure local businesses and developing countries are recognised by society in order to compete with the over powering global companies. Often these multi-national corporations (MNCs) take advantage of their ability to influence whether society chooses to purchase from small business. Consumers demand low prices; and these MCNs supply this through taking advantage of the less economically developed countries (LEDCs). A number of promoting companies define fair trade as *"an alternative approach to conventional international trade. It is a trading partnership which aims at sustainable development for excluded and disadvantaged producers. It seeks to do this by providing better trading conditions, by awareness raising and by campaigning²."*

Fair trade is a market based process that aims to help benefit producers in a diverse range of approaches. Consumers are more likely to be emotionally engaged when companies brand their goods as being ethically certified and therefore buyers are willing to pay higher prices for the fair trade labelling.³ Therefore it is assumed that both local and global companies supply consumers with fair trade products for these reasons. Local businesses that are involved with fair trade products can reduce the amount of money spent on importing goods overseas.⁴ This is because local companies base their fair trade products around local producers and the overall power structures within businesses.⁵ Through transport services global corporations use excessive amounts of fuel and therefore local companies obtain environmentally sustainable products. Companies are able to expand their businesses through the opportunities that technological developments provide. This allows for companies positioned locally to ship or sell their goods overseas to other consumers, expanding their business.

An example of an organization that promotes fair trade is Oxfam. They work with communities to provide them with the skills and resources necessary to create their own solutions to poverty⁶. This involves making consumers as well as producers aware of corruption within the trade industry, as the rules controlling trade heavily favour businesses in non-developing countries. The reality is that trade has the power to generate incredible wealth, subsequently alleviating poverty. Oxfam aims to achieve this by generating long term change. These durable effects are crucial to producers in developing countries, as it will increase income, employment opportunities and reduce financial or economic vulnerability⁷. Yet at the same time, on a local basis, it would assist farmers in developing and maintaining profit which they deserve. Oxfam believe that with the correct support and funding of projects around the world, long term effects will improve economic justice, rights in crisis,

¹ 'What is fair trade?' | Tribes Travel (2012) Accessed- 01/04/12

² IBID

³ 'Consumer Demand for Fair Trade Label' | Harvard University (2011) Accessed- 01/04/12

⁴ 'ISIL' | Free Trade or Protectionism (2012) Accessed 02/04/12

⁵ 'Research Reveals Increase Consumer Demand for Fair Trade Certified' | Change2 (2012) Accessed- 01/04/12

⁶ 'Oxfam Australia' (2012) Accessed 02/04/12

⁷ 'International Initiative for Impact Evaluation' | Global Development Network (2010) Accessed- 02/04/12

Group Members:

Word Count: 1,872

essential services and gender justice⁸. With consumers becoming considerate towards the beneficial impacts of purchasing ethically certified goods, corporations which aren't entirely food related are also allowed to promote fair trade. This helps persuade other larger corporations or establishments to commit to the same beliefs and actions involved with fair trade. The University of South Australia has become the state's first ever fair trade educational establishment, providing certified products such as coffee, tea, sugar and chocolate, across all its campuses⁹. If consumers are pleased with the fair trade products, then it creates pressure upon other enterprises to conform to popular demand. This is evident in South Australia's own Parliament house, where history has been made as Parliament becomes Australia's first to 'make the switch' to fair trade certified coffee¹⁰. Government leaders taking action upon fair trade provides consumers with the motivation and confirmation that contribution is required.

However, there are negatives when considering the consumer demand for increasingly low prices. Unfortunately for some non-fair trade corporations they are unable to financially supply consumers with their desired expenses. In the long term, this results in larger corporations overpowering the companies which offer fair trade. This occurs because the prices of fair trade products are unable to be decreased as a result of fair trade premiums¹¹. Consumers are unlikely to switch from brands that are well known to them. With this power, globally recognised enterprises are able to manipulate customers to achieve a status of superiority over fair trade products. The manipulation of consumers allows for superior establishments to set standards towards trade. Therefore leaving the options of either rising prices for fair trade or maintain lower prices, to meet the consumer's values.

From a global perspective, [REDACTED] is one of the largest multi-national corporations (MNCs) to show an interest in fair trade. In 2007, they began to source coffee beans from farms certified by the Rainforest Alliance¹², a non-profit group with a focus on providing world farmers with sustainable income and thus ensuring fair trade. [REDACTED] has been collectively referred to as an international supergiant and therefore bears an extreme amount of power and influence upon all companies which fall under its domination and their subsequent ability to bias their consumers' attitudes. As such a powerful company, decisions made by [REDACTED] may encourage less powerful companies to follow suit- in this case encouraging the practise of fair trade. Likewise, [REDACTED] has an 'overwhelming influence on society'¹³. A recent study proved that more Americans can identify the ingredients in a [REDACTED] than can state 'thou shalt not kill' as one of the Ten Commandments¹⁴. And this influence is felt across the globe; with over 31,000 stores worldwide employing more than 1.5 million people who routinely serve 68 million people daily across 119 countries¹⁵.

⁸ 'How We Work' | Oxfam Australia (2012) Accessed 02/03/12

⁹ 'Fairtrade bid by Adelaide University' | Adelaide Now (2012) Accessed- 03/04/12

¹⁰ 'South Australia's Parliament House Makes Swap to Fair Trade Coffee' (2012) Accessed- 03/04/12

¹¹ 'Is Fair Trade More Expensive?' (2012) Accessed- 03/04/12

¹² [REDACTED] Splits Opinions with Fair Trade Coffee' (2012) Accessed- 02/04/12

¹³ [REDACTED] Overwhelming Influence on Society' (2012) Accessed- 02/04/12

¹⁴ IBID

¹⁵ [REDACTED] Answers the Doubters' | Burger Business (2012) Accessed- 02/04/12

Group Members:

Word Count: 1,872

Using their rapidly increasing ability to generate statistics applicable to the entire world, ██████ noticed a growing tendency for customers to be interested and concerned about the sourcing and ethics of the products they buy. As a controversial food business, ██████ must have seen the benefits of adopting a fair trade façade to detract from less ethically favourable practices which are a topic of global discussion. ██████ therefore began sourcing from Rainforest Alliance certified stocks (for coffee 'fair to the last drop'¹⁶), to protect the value of local produce. But it could also be argued that ██████ made this switch as an effort to tap into ethical consumerism- a trend in business practises with increasing demand¹⁷.

This notion of 'moral purchasing', which seems to be evolving due to a 'people power' movement in technology, is being adopted by numerous MNCs worldwide, resulting in the support of consumer's respective local economies and promoting a healthier, morally conscious lifestyle. MNCs such as ██████ were quick to take note of this advance in consumer demand and were therefore quick to jump on the 'fair trade band-wagon'. Additionally, as companies hone in on local stocks and therefore local resources, less 'calories' are being exhausted in importing and exporting goods to and from across the globe. However, this centralisation of sourcing may slightly decrease cultural food opportunities; many foreign stocks and suppliers are subject to unfair trade practise. Yet ethical consumerism aims to disestablish these practises. Companies can draw upon this call for ethical consumerism in order to reap the reputation-boosting rewards of 'green sourcing' and in turn become globally successful. Fair trade products are accompanied by a slightly increased price, which opposes consumers' demands for low prices. Unable to offer these ideal prices, many companies are forced to operate without consideration for fair trade.

Only 1% of global confectionary company, ██████ cocoa is certified fair trade¹⁸ - a statistic which disgusts and outrages international rights activists. In order to quench the fury, ██████ introduced 'Fair trade Partner's Blend coffee' in 2005, a scam which aims to disguise their discrimination against certain companies as acts of ethical consideration. Yet on multiple occasions it has been proved that ██████ has failed to deliver action on child slavery, which they advertised as a global 'promise'. This kind of negligence tarnishes ██████ image as a MCN- inspiring a worldwide boycott¹⁹ as the power of global media sheds light upon its promotion of unsanitary products in less economically developed countries (LEDCs)²⁰. ██████ was even 'heckled' by Greenpeace into removing companies from its chain of suppliers which manage plantations responsible for deforestation²¹.

Developments in technology allowed for this increased awareness of fair trade support, and in turn the relegation of unethical MCNs; as well as giving local operators (with such technological access) a better chance at business. These social media campaigns, a result of food trade globalisation, are extremely beneficial to the consumer, however unfavourable to some MNCs they may be. Social

¹⁶ 'The Boston Globe' (2006) Accessed- 02/04/12

¹⁷ 'Ethical Consumer' (2011) Accessed- 02/04/12

¹⁸ ██████ Fair Trade KitKat' (2001) Accessed- 02/04/12

¹⁹ 'The ██████ Boycott' (2012) Accessed- 02/04/12

²⁰ ██████ Boycott' | Wikipedia (2012) Accessed- 02/04/12

²¹ Green Peace Social Media Campaign Forces ██████ to Stop Using Unsustainable Palm Oil' | Fast Company (2012) Accessed- 02/04/12

media has also allowed for food businesses to be conducted by 'everyday people' from the comfort of their own homes via the internet such as [REDACTED]²² and [REDACTED]²³, two increasingly popular 'virtual shopping stores' which support this notion by providing downloadable home-business self-help manuals²⁴.

Through these aspects of worldwide food globalisation cash can be transferred into the hands of those who deserve it. Despite potential losses in culture (which can be actively avoided) and price increases which are initially unsavoury, the benefits of properly conducted fair trade are phenomenal across the planet. But before the global community can achieve a consistently fair global trade regime, it must be educated. Knowing is half the battle. By informing young children, such as school students, the benefits of fair trade products can be adopted and gradually enforced by a whole new generation of ethical consumers.

²² [REDACTED] (2012) Accessed- 02/04/12

²³ 'Only Australian Groceries' | Only Oz (2012) Accessed- 02/04/12

²⁴ 'Create Your Own Fully Baked Food Business Success Story' | Startup Nation (2012) Accessed- 02/04/12

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[REDACTED] Splits Opinions with Fair Trade Coffee' (2012) Accessed- 02/04/12
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[REDACTED] Overwhelming Influence on Society' (2012) Accessed- 02/04/12
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The allocation of tasks involved in-depth discussion of all group members to decide as a unit who would be best suited for the task. Group members were allocated roles according to their strengths and their working style and therefore were responsible in the completion of these tasks.

:

Investigation Task

- Obtaining topic information
- Research and production of fair trade concepts on a global scale, including grammatical correcting and synthesis of this part

:

Investigation Task

- Organisation of key themes of fair trade on a global and local scale
- Research and production of fair trade concepts on a local scale
- Collection of videos for social action presentation
- Organising and preparing group presentation with teachers.

:

Social Action

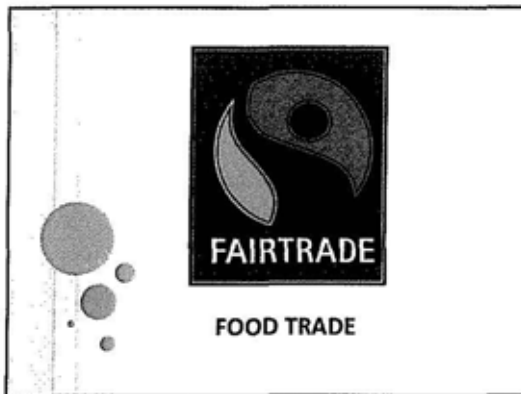
- Making of the consent forms
- Creation of PowerPoint
- Making of the worksheet for participants and forming graphs from results

:

Social Action

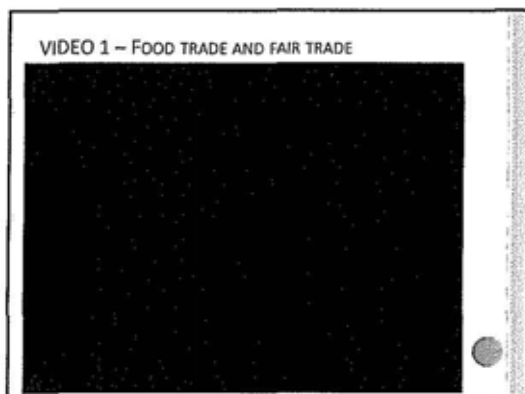
- Research and integration of information into PowerPoint presentation
- Writing the speech for presentation
- Organised and directed social action presentation
- Conclusion and format of overall social action into investigation folio

***All members participated in group discussions in sharing ideas and evaluations of overall progress and also in the social action presentation**



INTRODUCTION –


- o Globalisation
- o What is Food Trade ? —→ What is Fair Trade ?
- o How it is achieved ?
- o How we can contribute ?
- o Local - Farmers
- o Global - Poverty
- o Chocolate blind tasting – Fair trade and non fair trade
- o Worksheet



WHAT IS FAIR TRADE ?


- o A fair system of trade allowing others less fortunate than us to have the same opportunities we have

VIDEO 2 – HOW IT IS ACHIEVED ?




HOW CAN WE CONTRIBUTE ?

- o Swapping regular products for fair trade products
- o Paying a little extra spare change
- o Encouraging others around you to do the same



LOCAL – FARMERS

- o Support our own local farmers
- o Support the Australian economy



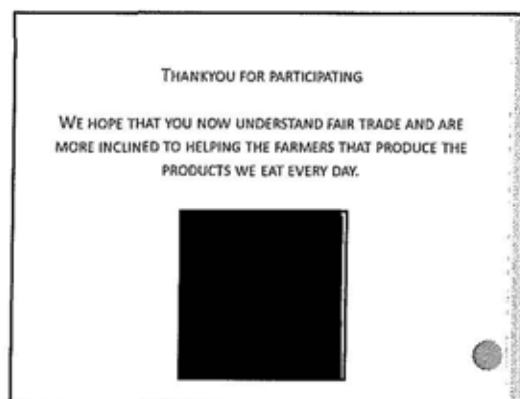
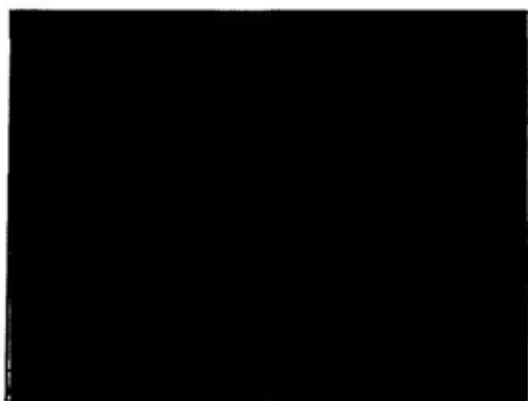
GLOBAL – POVERTY

- o Help many struggling people out of poverty
- o Give them the chance to live a happy life

CHOCOLATE BLIND TASTING / WORKSHEET -
FAIR TRADE AND NON FAIR TRADE

- You will be given two different brands of chocolate
- One will be fair trade and the other non-fair trade
- As you taste each chocolate record the taste and texture in table provided.
- You then identify one of the chocolates as the fair trade product and the other as a regular product
- The actual fair trade product will be revealed





Speech on Globalisation and Fair Trade

Does anyone know what globalisation is?

There is not a specific term for globalisation, but to put it simply globalisation is how the world is advancing politically, economically, culturally, environmentally and socially as one global community. With the development of technology such as email, phone, social networking, countries are able to communicate with each other to help better one another economically for example maybe thirty years ago one country could not produce wheat from its unhealthy soil and as a result all its people could not have bread and flour. But with all this technology we have today in the present allows us to communicate with one another, so that that country can now contact a neighbour country that can supply wheat and exchange it for money so that they can now have bread and wheat. Globalisation is how everyone is coming together through opportunities provided by technology and the future uniting us together as one functioning global body.

Trade is how we exchange products between nations and therefore food trade is the exchange of food. Food trade is a great part of globalisation. Like in the previous example if a country cannot produce something it will seek trade from another just like how South Australia purchases bananas from Queensland because we do not have the right climate to grow them here. In some countries such as India, Sri Lanka, Africa and many more, people are getting paid much less than what we would get paid in Australia for producing products. This is because it is cheaper for businesses, but it is the only chance of survival for these struggling people. Many of these unfortunate people live on less than \$2 a day which for us can only probably get us a loaf of bread. When we buy something like a chocolate bar or a box of tea bags we don't think about where and how they are made. In reality these people half way across the world from us are struggling to survive to provide us with the products that we take for granted. This system of trade doesn't consider them so we need to take a stand and make a change.

Video

Has anyone heard of fair trade products before?

When we buy products, such a little amount goes back to the people that actually make it: to the people in Africa, India whoever. They receive hardly anything for the hard work they put into the products we buy. Now the difference between regular products and fair trade products is that fair trade products cost a little bit more than regular products. But this extra money goes directly to these farmers and producers. So if you're paying merely 50 cents more than the regular price for a fair trade product, that 50 cents is given directly to the farmer or producer and you wouldn't believe how far 50 cents would go.

Video

Just like the video said, we can contribute by swapping our everyday products like coffee, chocolate and many others to fair trade products. In all food stores like [REDACTED] you can these fair trade products, it is just the act of pulling out a bit of extra change. Just by paying an extra bit of coin you can help towards bringing those who put in such a great effort to make the things we buy out of poverty.

Speech on Globalisation and Fair Trade

Not only by purchasing fair trade products we can take a stand against poverty, but also help our own local South Australian farmers. By widening the opportunities for our farmers we are widening the opportunities of Australia as a nation.

30th April, 2012

Dear parents and caregivers,

On Wednesday the 2nd of May, four members of the Stage 2 Society and Culture class (, , and) will be conducting an interactive lesson relating to fair trade products and the effects of Globalisation on a local and Global scale. This presentation will include:

- Presentation demonstrating the positive and negative impacts of Fair trade
- Activity: Blind tasting of fair trade chocolate and non-fair trade chocolate products
- In conclusion of the lesson, students will complete a survey in relation to how successful the presentation was, and how much knowledge was gained through their participation in the activity.

This presentation will include an experiment where students will take part in a blind tasting of both fair trade and non-fair trade brands of chocolates. As these chocolates will contain dairy products and possible nuts, we advise that students with nut or dairy allergies or any other related allergies **DO NOT** take part in the experiment. A video presenting examples of fair trade may also be shown, to see the video yourself, feel free to visit the link <http://www.youtube.com/watch?v=8JfGki00T0c&feature=related>. If you view the video, please avoid showing your child the video so we can gain the best response. Student could also be photographed as the task requires a form of evidence through social action. Signing this permission form allows permission for photographs to be published as part of the final report and the names to be placed at the bottom of the photo. This will be view by moderators and possibly placed on the SACE website.

If you have any questions or inquiries about this presentation please do not hesitate in contacting us through email at .

We look forward to working with your child and teaching them about Fair Trade Products.

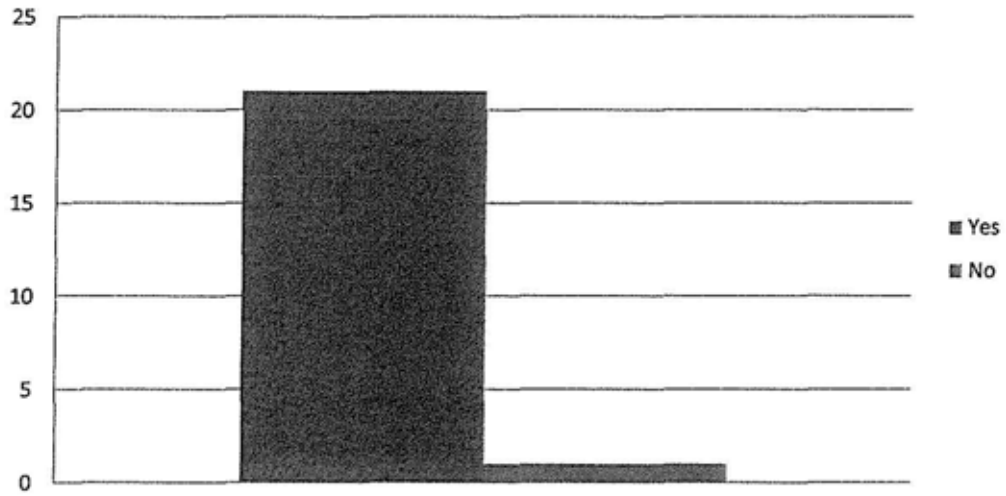
Society and culture Teacher

Year 8 Co-ordinator

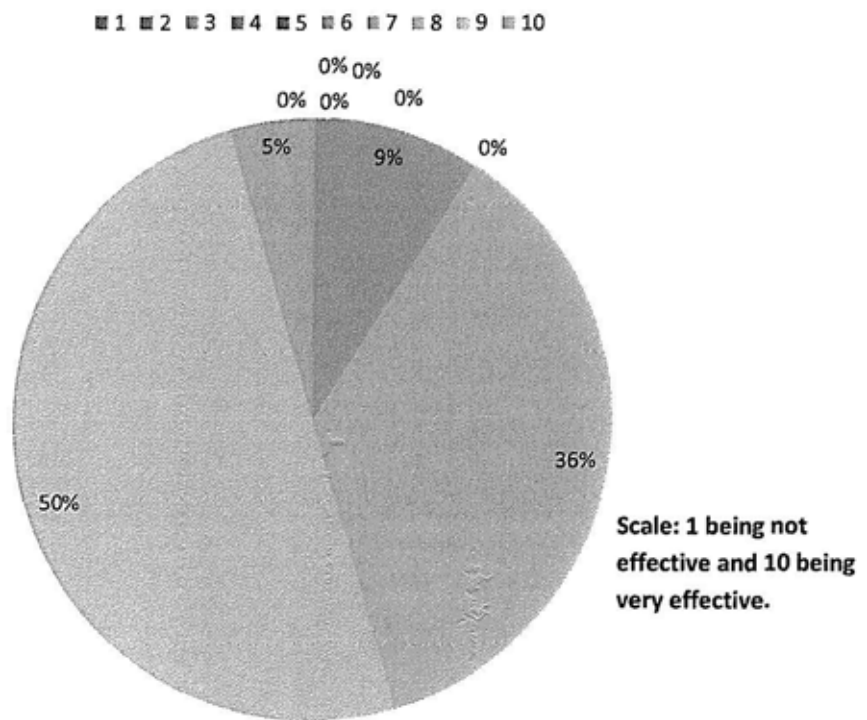
Group Coordinator

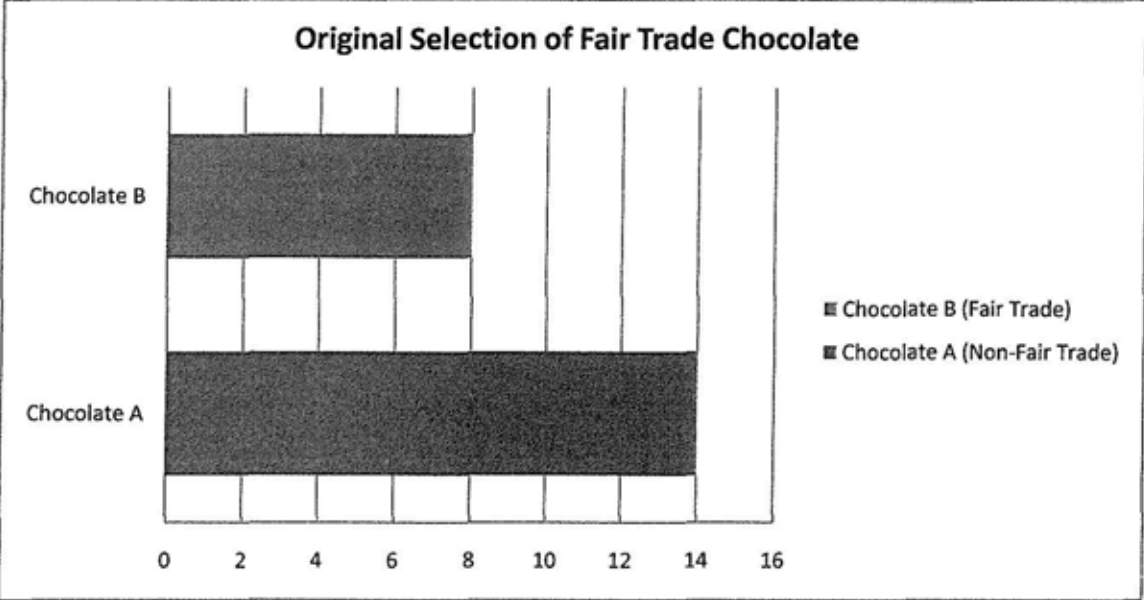
Presentation Coordinator

Inclination to purchase fair trade products following the presentation



Effectiveness of Presentation





SOCIETY AND CULTURE

SOCIAL ACTION REFLECTION

FORMING A FUNCTIONING GROUP

I formed a group with _____, _____ and _____. As I was close friends with these people outside of the realm of the classroom, this made communication and discussion extremely easy- therefore providing us with an advantage. When working with close friends in a professional or working environment it is beneficial to recognise a potential for loss of friendship as well as make an acknowledgement that not all participants can perform at the best at all times.

BRAINSTORMING IDEAS FOR TOPIC

One topic which was brainstormed was homelessness. A potential social action was discussed which involved directly interacting with members of the homeless community. However, some of the participants were unwilling to place themselves within that potentially hostile or undesirable environment. Another topic which featured in our discussion was drug rehabilitation. Group members were unable to agree upon this idea due to a supposed 'lack of (accessible) information' on the topic and once again the presentation of an undesirable environment.

COMING TO AN AGREED TOPIC UPON WHICH A METHOD CAN BE CONSTRUCTED

After discussion it was concluded that the topic of investigation would be 'food trade'. A method was proposed which included;

- Gathering of information related to the topic
- Contacting major companies within the food trade sector
- Using obtained data to assemble an informative brochure
- Distribution of informative brochures in the public *or* domestic environment depending upon possible risks of prosecution

ROLE ESTABLISHMENT

I obtained a multitude of data compilations from a number of helpful and relevant websites. In order to condense the data for brochure construction, a great deal of highlighting and reading was required. Members of the group found this task exceedingly laborious and therefore dismissed it as unnecessary.

ALTERATIONS IN OUR METHOD

Following an absence I was informed that our group method had been completely changed. A debriefing was required from a group member in order to properly understand the new process of social action conduction.

The new method took a refined focus on 'fair trade' and involved;

- Compiling an informative paper which compares the differences between fair trade on a local and global basis.
- Planning an information session which aimed to educate young students about the economic and moral benefits of fair trade

ESTABLISHING NEW GROUP ROLES

New group roles were distributed in order to address the new method. It was decided that [redacted] and I would collaborate on the task's written component. This involved holding a focus on the local aspects of fair trade. Contrastingly I would hold a focus on the global aspects of fair trade and our produced arguments would be united in the form of a single essay. With my previous literary experiences it was also decided that I would make further additions to the essay which included grammatical correcting, formatting and the synthesis of a concluding statement. The presentation of the essay in digital form allowed for communication via email which easily accounted for my inability to attend some lessons. [redacted] and [redacted] worked together to plan the informative session which involved obtaining student consent, designing an interactive presentation and creating worksheets.

CONDUCTING THE SOCIAL ACTION

In correspondence with the completion of the group task's written element, the social action was conducted in a primary school environment. All members of the group were present and allocated dialogue which related to the presentation. The young students became captivated and involved with the social factors relevant to the topic of fair trade as [redacted] adopted an engaging front-man role whilst [redacted], [redacted] and I circulated the classroom to offer assistance to the young students. A fun activity was introduced which required young students to determine the differences between regular chocolate and fair trade certified chocolate upon tasting. This activity could have been interpreted as detrimental to our themes as it resulted in young students taking favour to the non-fair trade chocolate. However, simply the fact that the students were involved on a sensory plane (which appealed to them in the form of a treat) increased their preference towards our proposed beliefs- the preference towards fair trade produce. Young students felt encouraged to educate their own parents on the benefits of fair trade using the knowledge they had gained during our presentation which meant that overall, the social action proved extremely successful.

STAGE 2: Society and Culture:

Social Action Reflection

As a result of much deliberation my group consisting of _____, _____, _____ and myself came to an agreement of the topic of Fair Trade. The processes listed below are the step by step processes of coming to our agreement and implementation.

- **Forming the group:** This presented no issues as we thought we were confident in our friendship and work ethic.
- **Brainstorming Ideas for topic:** This stage was the most essential in coming to agreed topic. Brainstorming ideas allowed options and opinions to be expressed, thus agreeing on a topic. When brainstorming our initial ideas, a few topics come to discussion being outsourcing and drug trafficking. We thought that because outsourcing was a topic we had already looked at previously we thought that it would be an easy option, not taking into consideration that we had to perform a social action in relation to the topic. This then became an issue. Drug trafficking was also not an option because of the issue previously mentioned.
- **Coming to an agreed topic and planning the social action:** After much deliberation and ideas discussed during group meetings, the topic of Food Trade was brought up. This topic was agreed upon as it was both current and interesting, initial study into the topic took place as one of the four members took charge going overboard with information. At the time this wasn't an issue but as the task progressed this information became irrelevant as this member had no part in group discussions when talking about the relevance of our topic and social action. Planning our social action was successful with the help of both our teacher and tutor as our original ideas weren't able to be realised. Having three out of the four members in total co-operation we decided on altering our topic incorporating it into a possible social action. Our topic now being fair trade it gave us more options for a social action. With the idea of presenting to a class in an interactive lesson being brought up, it became apparent that's this was the best option in our situation. With this in place we thought about how we would get our topic across as well as making it interesting for the year 7 students. We came to the conclusion that a PowerPoint, chocolate comparison along with a worksheet would be the best approach, having myself and _____ organise these aspects and establishing group roles.
- **Establishing group roles:**
The following roles were allocated to group members; these were designated by the group based on personal strengths.

: Investigation Task: Obtaining topic information
Research and production of Fair trade concepts on a global scale, including grammatical correcting and synthesis of this part.

: Social Action: Making of the consent form
Creation of PowerPoint
Making of the Worksheet for participants and forming graphs from results.

: Social Action: Research and integration of information into PowerPoint

Presentation

Writing the speech for presentation

Organised and directed social action presentation

Conclusion and incorporation of overall social action into investigation.

: Investigation Task: Organisation of key themes of fair trade on a global and local scale

Research and production of fair trade concepts on a local scale

Collection of videos for social action presentation

Organising and preparing group presentation with teachers.

- **Performing the social action:** All group members worked collaboratively to ensure the message of Fair Trade was portrayed to the students, using both our powerpoint presentation and activity we successfully informed students about fair trade and its effect on both a local and global scale. This is supported as more than 80% of students rated the effectiveness of our presentation an 8 or higher on the scale. Also 99% of students suggested that they would be more inclined to buy fair trade as a result of listening to our presentation.

Overall, I believe that our topic was of current interest and our social action an effective way of promoting Fair Trade. Although we had some difficulties throughout the task using our strengths we were able to achieve a successful Group outcome.

In hindsight, if we had more time and money etc. we would try to ensure our social action reached a greater audience. I would also consider the choice of group members, as one of our group, did not have the same 'easy going' attitude as us and this caused some difficulty with completing the task and maintaining friendships.

Assessment Comments

This response is illustrative of an A- grade.

Knowledge and Understanding

There is in-depth knowledge and understanding of fair trade in a global context. There is also evidence of in-depth knowledge and understanding of the different roles of a non-government organisation in a local context. In the section with the heading 'Globalisation Fair Trade' there is evidence of an in-depth understanding of the nature and causes of social change. This section also indicates a perceptive understanding of the ways in which society and culture are connected and interdependent where the issue of moral purchasing is discussed.

Collaboration

The evidence shows that the planning and evaluation was carried out in a productive and inclusive way. The collaborative social action was insightful and well informed with evidence of the participation of all group members' participation.

The section containing the individual reflection of a group member is written in a constructive well focused way reflecting on the individual's understanding of the social action.

Evaluation and Communication

There is evidence throughout of insightful and focused evaluation of evidence from authoritative sources. There is thoughtful and clear communication of informed ideas about societies and social and cultural issues.

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 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>