Teacher Guide Section 5

20 Tradition, culture and identity

General

The chapters in Section 5 provide suggestions for individual research and group projects as well as a practice written examination.

Encourage students to use their responses to the activities in Skills Section 5 to help them to work independently on individual research and group projects.

Encourage students to refer to Skills Sections 3, 4 and 5 to remind themselves of the skills they need to apply and the processes they have learned for planning a line of inquiry and planning a project.

Always download and use the most recent mark scheme to help students to assess their practice written examinations.

Guidance to practice written examination

Skills not knowledge

Remember that the written examination is testing Global Perspectives skills, not knowledge of the topic content. To date the questions have always followed the pattern below.

Question 1: Identify and analyse issues, considering problems, solutions, causes, consequences, perspectives and opinions. This can include identifying reasons, specific bits of evidence, perspectives and so on, as well as making suggestions and giving explanations.

Question 2: Plan a line of inquiry. This is usually about identifying gaps in knowledge or things students need to know, and working out how to find this information. This can be by framing questions to particular people, designing a small survey or suggesting an experiment or research project. It often requires students to identify specific information that they need to know for a particular purpose, and explain how this information will help. This question could address the project planning process.

Question 3: Question information and reasoning. This section can include questions about the reliability of sources, about the difference between facts, opinions and value judgments and about the quality of reasoning.

Question 4: Develop a line of reasoning. There is usually one long question, which may be a standard essay-type question. Other kinds of question may appear, such as a debate in which students have to make a case for one proposal, one use of energy and so on. Students may use, develop or argue against material from the resource booklet. They may
also use any knowledge they have or opinions and perspectives of their own. No specific knowledge is required.

Note that the questions more or less follow the Global Perspectives learning process of: collect; question; reflect and plan; present and act. The skill of reflecting is rarely tested specifically but students who reflect on the issues tend to develop better reasoning in question 4.

**Vocabulary and concepts**

No specific knowledge, vocabulary or concepts are required for the written paper. In fact, specific knowledge can lead a student to write down what they know rather than responding to the questions. However, students may be more within their comfort zones if some subject-specific vocabulary and concepts are familiar to them. For this reason, it may be useful to do skills development exercises from a variety of topics that haven’t otherwise been used in the course. Another possible activity would be to organise debates and discussions on topics that haven’t been formally studied, in order to familiarise students with key concepts and vocabulary. Students can evaluate each others’ reasoning (using red cards for a weakness, perhaps), and the activity leads nicely into development of written reasoning.

**Mark schemes**

Always download and use the most recent CIE Global Perspectives mark scheme to help prepare students for assessment. Most of the questions are marked by levels, so you can adapt the marking grids to the questions in this chapter. For instance, quite a number of question parts, especially in questions 1, 2 and 3 in 2012 were marked according to levels which can be summarised as:

- **Level 3**: Strong and supported reasoning, directly relevant to the question.
- **Level 2**: Some description generally relevant to the question.
- **Level 1**: Simple description, general and not specific to the question.

This general guide can be adapted to each question. Students can use this to learn what counts as simple description, what counts as relevant to the question and so on. Even weaker students, given the tools to understand how their answers are marked, can often identify what they need to do to achieve the next level.

Question papers and mark schemes evolve over time, and it is in students’ interests to use the most recent versions. For instance, in June 2011, the top level of the mark scheme for question 4 looked like this:
<table>
<thead>
<tr>
<th>Level 5</th>
<th>Question answered precisely and logically, supported by some or all of the following characteristics:</th>
</tr>
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<tbody>
<tr>
<td>13–15</td>
<td>● Logically linked, coherent structure to the reasoning.</td>
</tr>
<tr>
<td></td>
<td>● Candidates have made effective use of relevant ideas in the resource booklet as reasons to support</td>
</tr>
<tr>
<td></td>
<td>their view and/or added their own relevant ideas. These ideas may be completely new, or they may</td>
</tr>
<tr>
<td></td>
<td>be expansion of or response to existing material.</td>
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<tr>
<td></td>
<td>● Relevant different point/s of view from candidate’s own ideas or selected from resource booklet.</td>
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<tr>
<td></td>
<td>● Thoughtful consideration of different point/s of view AND strong explanation of why disagreed</td>
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<tr>
<td></td>
<td>which really answers the different point of view OR possibly a suggestion of a compromise position</td>
</tr>
<tr>
<td></td>
<td>between different points of view.</td>
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However, in November 2012 (the most recent mark scheme available at the time of writing) the top level of the mark scheme for question 4 looked like this:

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Very good, well supported and logical reasoning and judgments about the effects of the internet. Coherent, structured argument and evaluation of a range of internet effects on thinking – usually 4 or more. The response is likely to contain a range of clearly reasoned arguments and/or evidence to support the views expressed, with at least 4 developed points, and some undeveloped points. The response is balanced. A clear, balanced assessment or conclusion is reached.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16–18</td>
<td>Very good response</td>
</tr>
</tbody>
</table>

Note that there is now a quantitative element: “usually 4 or more”. This works down through the levels. Note also that the specific detail on how students deal with different points of view has been replaced with “the response is balanced”.

Look out for further developments, and make sure that your students are as prepared as possible.

**Indicative content**

This section provides indicative content for the practice paper. Accept other reasonable responses (and allow students to discuss what a reasonable response might be and why). Accept a variety of levels of sophistication, and encourage students to find the level on the most recent mark scheme that matches their performance.

**Question 1**

(a) Culture as a way of living and believing (Chavez) which can include all aspects of society; “idiot culture” (Bernstein) where the weird and stupid is mainstream culture and actually admired; decline of “culture” (cartoon) tends to refer to culture as high-minded art, thinking, intellectualism, intelligentsia and so on as opposed to more ordinary enjoyments.

(b) Culture is highly personal, because the culture that we live in becomes part of us, and affects our beliefs and the way we see the world, as well as our ambitions for ourselves. But it can never be only personal, because culture is by its nature, bigger than an individual – it’s a shared way of being. However, culture and nation are not quite the same either. It is important to many nations that people share a culture and a way of seeing the world, because that can unify a nation and make people want...
to work together, but today’s nations are often multicultural. Making policies which are fair to all the cultural groups, and which also create a national, unifying culture is an important job for national governments. Internationally, cooperation can be easier if different parties make an effort to understand the culture of the others. For instance, cooperation between the United Kingdom and China works better, if each tries to understand what is important to the other, and how they see the world. We can’t just assume that we can do a business deal and be motivated by the same things.

Question 2

(a) You need to know what sort of programmes make up “local content”. “How it will help me decide”: for example, if the local content programmes are mainly news, current affairs and sports, this will not be a very good measure of how local culture is represented on TV. It will give a local perspective to local, national and international affairs and to sporting competitions. However, culture in terms of the way people live, the way they use language, the things they see as important and so on is more strongly represented in drama, soaps, plays, detective stories, and films. If most of the drama, soaps and films are American, then New Zealand’s population will be picking up American ideals, American ambitions, American language, and American assumptions – the programmes will be representing American culture. This is not to say that American culture is bad – just that it is not New Zealand’s culture.

(b) You would need to know: how much the BBC is watched in comparison with other channels and how much local content other channels have; how much of this is prime time; how you define local culture.”How it will help me decide”: if other channels with a different cultural bias are watched more, then the BBC having a high proportion of local content programmes does not show that people see their own culture represented. If the local content is significantly less at prime time, and more in the middle of the night, then people aren’t seeing their own culture represented on TV as much. Also, you need to know this to make a proper comparison with New Zealand. On the other hand, if the local content is on at prime time, and people watch it more than other channels showing non-local content, then people do see their own culture represented. How you define local culture is quite an important issue in the modern world. For instance, do Scottish programmes shown in England count as local? What about northern European crime drama? Danish, Swedish and Norwegian crime drama has become very popular, possibly because it shares elements of culture with the UK. Think about these issues regarding your own country and culture.

Question 3

(a) Yes, this is fairly reliable. The government has access to information and to experts, and is a reasonably accountable democratic government which would normally try to find and publish the truth (at least on matters that don’t directly affect elections or the reputations of the members of parliament).

(b) It might be problematic because they are two different things. More people watch at prime time, just after school, just after work, at
weekends, so this is a particularly important time in terms of deciding whether a culture is well represented. If 75% of total air time is local, but only 10% of this is at prime time when most people are watching, then most people are not seeing a lot of local content, and therefore they are not seeing their own culture represented.

(c) It’s actually quite hard to decide whose reasoning is most effective. @anti_globalization is rather extreme, predicting disastrous consequences and a false dilemma – either we fight globalization or it will bring about the end of everything we value. On the other hand, globalization is increasing the similarities between places. There certainly are parts of the cities named that are very similar – same chain shops, same style of shopping malls. But, as global_girl points out, there are parts of these cities that are still very different and characteristic. @global_girl makes some good points, especially in her second contribution, but she doesn’t really provide reasoning, just observations and opinions. Her first contribution is full of (hidden) beliefs that need to be explored. “Shopping and tourist districts aren’t exactly culture, are they?” – you could argue that they are part of it. She seems to have an unstated belief about what culture is that she doesn’t fully articulate. Her next sentence is attacking @anti_globalization without any evidence – perhaps he (or she) has been beyond the tourist districts. In her second contribution, @global_girl does respond directly to (and in agreement with) @lovemynationbecauseimtoldto, and does give personal evidence to show that identity isn’t a fixed thing. These are strengths but someone else could easily come back and give a different personal example to show that for them identity is a fixed thing. @lovemynationbecauseimtoldto has interesting ideas, and does give examples to support the idea of national identities breaking down. The ideas make logical sense (and there is theoretical backing for them, although it’s not expressed in this statement). Also, it can be easily verified that many modern nations are composed of several “shifting cultural groups”. But there is no support for the claim that they are breaking down everywhere because they were never real, there are other possible explanations. So overall, @lovemynationbecauseimtoldto probably has the strongest reasoning, but it isn’t that strong. It needs a lot more support.

Question 4

Some ideas that students could consider have been suggested in the textbook. This is not normal exam practice, but was felt to be helpful as a tip in this practice question. Because some ideas were given, the suggested ideas here cover less ground, and give a little more detail on how some ideas could be developed.

- The ways in which we see and frame the world with our own languages and beliefs are the most important parts of culture. For instance, is rain a purely physical phenomenon, is it God’s tears, the answer to a farmer’s prayers, is it bringing life, is it more flooding, is it gloomy and depressing? How we see the rain is part of our culture, and it is coloured by our religious beliefs, our shared beliefs and explanations about the world, our recent shared experiences of rain. A South African lady once told me that I shouldn’t moan about the rain, that I should live in Africa for a while and learn to appreciate it.
By the end of that long, wet British summer, she had learned that too much rain can kill crops just as much as too little rain. We had different cultural attitudes to rain.

- **Fashion** – some regard this as rather mindless, frivolous and not related to the greater arts. But actually, fashion can express the culture of a generation and come to represent changing beliefs about who we are and how we should behave, a style of music and the beliefs and attitudes inherent in that music, and you could argue that fashion design is an art form in its own right. People are more defined by the clothes they wear than by the paintings in art galleries.

- **Football** is an important part of the culture of many countries, and can form a part of male bonding, although many women both play and watch football. As a shared experience and shared interest it can bond and create a common ground between people who are otherwise very different. It can also colour the way that these people see the world – my friend had to move the date of her wedding because of an important football match, and I was the only person who thought this was odd. So in this respect, football is certainly important in culture, and like many other cultural aspects, its importance is baffling to those who do not share it.