

2014 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change

Multiple-choice Answer Key

Question	Answer
1	D
2	A
3	D
4	A
5	B
6	C
7	A
8	A

Question 9

Criteria	Marks
• States and provides reason(s) for ONE ethical consideration clearly related to the scenario	3
• States and attempts to provides reason(s) for ONE ethical consideration related to the scenario	2
• Identifies one consideration when conducting research	1

Sample answer:

Gaining consent is one ethical consideration when conducting research with teenagers on violence in video games because the content of the discussion may be considered inappropriate for people under the age of 18. Also the material may cause distress for some young people.

Question 10

Criteria	Marks
<ul style="list-style-type: none"> • Makes informed judgement(s) about the success of ONE strategy used to manage change • Presents a sustained, logical and cohesive response • Effectively applies a range of appropriate course concepts and language • Supports judgement(s) with appropriate examples from the chosen country 	9
<ul style="list-style-type: none"> • Makes a judgement(s) about the success of ONE strategy used to manage change • Presents a logical and cohesive response • Applies course concepts and language • Supports judgement(s) with examples from the chosen country 	7–8
<ul style="list-style-type: none"> • Demonstrates some understanding of ONE strategy used to manage change in one country • Attempts to make judgement(s) about the success of ONE strategy used to manage change • Uses course concepts and language • May include examples 	5–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of how the chosen country manages change • May use course concept(s) and language 	3–4
<ul style="list-style-type: none"> • Refers to change in one country 	1–2

Sample answer:

One strategy used to manage change in China is the one child policy. This policy has been successful in some ways and has created subsequent problems. The policy has achieved its goal in curbing population growth since its implementation in 1979. The government of China has stated that the policy has allowed it to achieve 400 million fewer births than would otherwise have occurred. This helps to reduce pressure on economic development and the environment.

However, the social impacts of the policy are quite severe. For example, there is a significant gender imbalance due to a cultural preference for boys leading to sex-selective abortions. The policy has also contributed to the development of the ‘Little Emperor’ syndrome where all family resources and attention are devoted to the one child. The 4-2-1 problem has also developed, where only children are responsible for caring for their ageing parents and grandparents.

Overall the success of the one child policy has been compromised by discrepancies in enforcement meaning that the policy applies to less than half of the population. This imbalance has created social and cultural issues, which were not evident prior to 1979. While achieving economic and environmental goals to manage population growth, the social problems generated have been significant enough to trigger a review of the policy.

Section II — Depth Studies

Popular Culture

Question 11

Criteria	Marks
<ul style="list-style-type: none"> Clearly provides key features of one aspect of continuity in the consumption of ONE popular culture 	3
<ul style="list-style-type: none"> Provides feature(s) of one aspect of continuity in the consumption of ONE popular culture 	2
<ul style="list-style-type: none"> Mentions an aspect of continuity and/or consumption in popular culture 	1

Sample answer:

The role of marketing in commercialising the values of rock and roll music is one aspect of continuity that has been significant in maintaining the way young people interact with and consume popular culture. An example would be fans buying a T-shirt of their favourite band. This merchandising has been a feature of rock music for decades.

Question 12

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows the ways in which conflict has created change in ONE popular culture Presents a well-organised response that uses examples Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Shows the ways in which conflict has created change in ONE popular culture Presents an organised response that attempts to use examples Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Refers to conflict and/or change in popular culture May mention course concepts and/or language 	1–2

Sample answer:

Conflict in western societies in the 1960s, between generations and over differing values led to the development of more socially and politically aware rock music. These changes in rock music included performers becoming politically active and being role models for alternative lifestyles, values and fashion.

The Vietnam War protest movement was associated with many anti-war songs. The protest song is also a change that resulted from this conflict. The civil rights movement in the USA inspired songwriters such as Sam Cooke, previously known for lightweight pop music, to produce political commentary songs such as “Change Coming”. Other examples include Marvin Gaye’s “What’s Going On” and Arlo Guthrie’s “Alice’s Restaurant”.

Question 13

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of the effects of age and gender on access to ONE popular culture • Makes informed judgement(s) about how age and gender affect access to ONE popular culture • Presents a sustained, logical and cohesive response • Effectively applies a range of concepts, language and appropriate examples 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the effects of age and gender on access to ONE popular culture • Makes a judgement(s) about how age and gender affect access to ONE popular culture • Presents a logical and cohesive response • Applies course concepts, language and examples 	7–9
<ul style="list-style-type: none"> • Demonstrates some understanding of the effects of age and/or gender on access to ONE popular culture • Attempts to make a judgement(s) about how age and/or gender affect access to ONE popular culture • Uses course concepts, language and may include examples 	4–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of the effect of age and/or gender on access to popular culture • May use course concept(s) and language 	1–3

Answers could include:

- Age can limit or expand access formally or informally through the age classification system or classification rating system that provides formal access to popular culture, eg access to teen films and their content
- Informally, access is limited or expanded by the strengths of parental values and supervision, eg where denim is appropriate to be worn
- Informally, access can be expanded by peer pressure, eg access to music genre
- A technological lag can occur in the value of and adoption of technology and this inherently affects access to popular culture
- The expansion of the toy range ‘Barbie’ with the introduction of ‘Ken’ increased access for different genders
- Technological advancements in denim manufacture allowed jeans to customise and resize to many body sizes and shapes increasing access for women into this popular culture and importantly increasing consumption through increased access.

Belief Systems

Question 14

Criteria	Marks
<ul style="list-style-type: none"> Clearly provides key features of the relationship between ritual and life cycle in belief systems 	3
<ul style="list-style-type: none"> Provides feature(s) of the relationship between ritual and life cycle in belief systems 	2
<ul style="list-style-type: none"> Mentions an aspect of ritual and/or life cycle in belief systems 	1

Sample answer:

Rituals refers to actions or practices that convey meaning or beliefs. These are often associated with significant life cycle events such as birth, coming of age, marriage and death, and are used as a means of perpetuating the belief system. The feminist ideal of gender equality is reflected in a life cycle ritual such as a naming ceremony, where the child is given the mother's surname, and in wedding ceremonies where vows and titles are used to demonstrate the equality of both partners.

Question 15

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows the ways in which the philosophy of ONE belief system contributes to peace Presents a well-organised response that uses examples Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Shows the ways in which the philosophy of ONE belief system contributes to peace Presents an organised response that attempts to use examples Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Refers to philosophy and/or peace in belief systems May mention course concepts and/or language 	1–2

Sample answer:

Humanism is a non-religious belief system with a philosophy that emphasises the value of doing good in society. This philosophy promotes peaceful solutions through programs that aim to eliminate war, poverty, racism and the weapons of war and supports human rights and technology that promotes human life. Organisations such as 'Humanists for Peace' and the 'Nigerian Project' provide a humanist voice for children and the aged. Humanists seek to live good lives contributing to the wellbeing of people. Peace is achieved by working towards the benefits of society and respecting differing views. The philosophy of humanism promotes living an ethical life.

Question 16

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of changing gender roles in ONE belief system • Makes informed judgement(s) about the effect of changing gender roles in ONE belief system • Presents a sustained, logical and cohesive response • Applies a range of concepts and language • Supports statements with appropriate examples 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the effect of changing gender roles in ONE belief system • Makes a judgement(s) about the effect of changing gender roles in ONE belief system • Presents a logical and cohesive response • Applies course concepts and language • Supports statements with examples 	7–9
<ul style="list-style-type: none"> • Demonstrates some understanding of the effect of changing gender roles in ONE belief system • Attempts to make a judgement(s) about the effect of changing gender roles in ONE belief system • Uses course concepts and language • May include examples 	4–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of the effect of changing gender roles in ONE belief system • May use course concept(s) and language 	1–3

Answers could include:

- Changing gender roles in belief systems demonstrates the response to social changes associated with globalisation, modernisation, westernisation. This can be through the spread of the belief system to locations beyond its inception, or the adoption of new values
- Gender roles can reflect the rejection of values and norms outside the belief system
- The nature of gender roles within most belief systems reflects the social and cultural context of their creation or development.

Examples from belief systems depend on cultural context and vary within belief systems

- **Christianity** – There has been a diversity of responses within Christianity about female leadership, eg some Anglican churches have agreed to having female ministers while others haven't.
- **Buddhism** – as Buddhism has diffused to western countries, the values of gender equality have reinforced the philosophy of individualism, self and compassion.

- **Islam** – variety of responses ranging from rejection of western values and norms of gender equality by Taliban in Afghanistan to the development of a feminist theology inspired by Khadija, first wife of the Prophet, and Shariah Law in Malaysia recognising rights of women in marriage and divorce.
- **Feminism** – Gender equality is the basis of belief system, resulting in changes for men and women, the removal of gender from jobs and roles.
- **Consumerism** – New norms in masculinity and marketing to men has increased male expenditure on fashion and grooming products.

Equality and Difference

Question 17

Criteria	Marks
<ul style="list-style-type: none"> Clearly provides key features of how the ideal of equality has changed in Australian society 	3
<ul style="list-style-type: none"> Provides feature(s) of how the ideal of equality has changed in Australian society 	2
<ul style="list-style-type: none"> Mentions an aspect of equality in Australian society 	1

Sample answer:

Australia once prided itself as being an egalitarian nation, a land of the 'fair go' but in reality this only applied to unite working males. Our ideal of equality has expanded over time to be more inclusive. This is evidenced through greater participation of women in the workforce and also through Australia's multicultural policy. Overall we embrace differences more consciously than before.

Question 18

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows the ways in which power has been used to influence the recognition of human rights in ONE society Presents a well-organised response that uses examples Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Shows some ways in which power has been used to influence the recognition of human rights in ONE society Presents an organised response that attempts to use examples Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Refers to power and/or human rights May mention course concepts and/or language 	1–2

Sample answer:

In Afghanistan human rights such as education, health care and freedom of speech were routinely denied under the Taliban, who exerted power, but lacked authority over minority groups like women and the Hazara ethnic community. This often had severe consequences. However, pressure from the international community had a positive influence on recognising such rights, showing that power from non-government organisations such as the Red Cross, Amnesty International and Oxfam may have improved the recognition of human rights in parts of Afghanistan.

Question 19

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of the implications of continued inequality in ONE society • Clearly shows a relationship between continued inequality and the implications for ONE society • Presents a sustained, logical and cohesive response • Applies a range of concepts and language • Supports statements with appropriate examples 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the implications of continued inequality in ONE society • Shows a relationship between continued inequality and the implications for ONE society • Presents a logical and cohesive response • Applies course concepts and language • Supports statements with examples 	7–9
<ul style="list-style-type: none"> • Demonstrates some understanding of continued inequality in ONE society • May refer to a relationship(s) between continued inequality and the implication(s) for ONE society • Uses course concepts and language • May include examples 	4–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of continued inequality • May use course concept(s) and language 	1–3

Answers could include:

Continued inequality would mean that women and the Hazara of Afghanistan would face a very bleak future. Such inequalities would include:

- Continued dominance of men and lower status of women
- Limited access for women to health care and education
- Persecution of Hazara community and continued limited access to employment opportunities.

Continued inequalities would lead to a cycle of poverty and disenfranchisement of certain groups as discrimination against them prevents any meaningful participation in public, social, political and economic life.

Work and Leisure

Question 20

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows features of the relationship between active leisure and passive leisure 	3
<ul style="list-style-type: none"> Shows a relationship and/or features of active leisure and passive leisure 	2
<ul style="list-style-type: none"> Mentions an aspect of active and/or passive leisure 	1

Sample answer:

The Tony Hawk Playstation game has influenced the time youth spend passively engaging with skateboarding and actively going to the skate park. By playing the Playstation game, youth learn about various ‘tricks’ and manoeuvres which they then replicate and practise actively.

Question 21

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows the ways in which norms influence leisure aspirations Presents a well-organised response that uses examples Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Shows some ways in which norms influence leisure aspirations Presents an organised response that attempts to use examples Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Refers to norms and/or leisure aspirations May mention course concepts and/or language 	1–2

Sample answer:

The norms associated with an individual’s social and cultural context influence the acceptable and desired leisure aspirations. Individuals whose class and location exposes them to a particular set of leisure activities on a regular basis are more likely to engage in those activities. For example, individuals of a high socioeconomic status are more likely to have access to expensive leisure activities like skiing. Individuals who live near a beach are more likely to surf. Norms are also influenced by peers which further influences leisure activities, for example individuals whose peer group values skateboarding are more likely to engage in skateboarding.

Question 22

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of the effect of changing values upon work in ONE society • Clearly identifies points for and/or against positive and negative effects of changing values upon work in ONE society • Presents a sustained, logical and cohesive response • Applies a range of concepts and language • Supports statements with appropriate examples 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the effect of changing values upon work in ONE society • Identifies appropriate points for and/or against positive and negative effects of changing values upon work in ONE society • Presents a logical and cohesive response • Applies course concepts and language • Supports statements with examples 	7–9
<ul style="list-style-type: none"> • Demonstrates some understanding of the effect of changing values upon work in ONE society • Identifies points for and/or against positive and/or negative effects of changing values upon work in ONE society • Uses course concepts and language • May include examples 	4–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of the effect of changing values upon work in ONE society • May use course concept(s) and language 	1–3

Answers could include:

- Single mothers take on part-time work due to factors such as skill level and/or family life needs
- Increase in maternity leave entitlements has led to increased leave and part-time work options
- Men engaging with shared responsibilities at home and cultural pressures has created paternity leave entitlements leading to increased gender equality
- The feminist movement has blurred the boundaries of traditional gender roles of men and women in the workplace.

Section III — Depth Studies

Question 23 — Popular Culture

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how perceptions of ONE popular culture are controlled by marketers, government and family • Makes informed judgement(s) about the extent to which the perceptions of ONE popular culture are controlled by marketers, government and family • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates appropriate examples throughout 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how perceptions of ONE popular culture are controlled by marketers, government and family • Makes judgement(s) about the extent to which the perceptions of ONE popular culture are controlled by marketers, and/or government and/or family • Presents a logical and cohesive response • Applies relevant course concepts and language • Integrates appropriate examples throughout 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of how perceptions of ONE popular culture are controlled by marketers and/or government and/or family • Makes a limited judgement about the extent to which the perceptions of ONE popular culture are controlled by marketers and/or government and/or family • Presents an organised response, using some course concepts and language • Uses examples 	9–12
<ul style="list-style-type: none"> • Provides a limited understanding of control and/or perceptions of ONE popular culture • Uses some course concepts and language • May use example(s) 	5–8
<ul style="list-style-type: none"> • Mentions control and/or perceptions of ONE popular culture • May use course concepts 	1–4

Answers could include:

Marketers:

- Marketers ensure popular culture is associated with the values and lifestyles of the targeted demographic group, especially linking adolescents, youth and rebellion. This is done through advertising and the promotion of certain products using the heroes of the popular culture, for example Michael Jackson advertising a soft drink brand
- Marketers ensure the perception of Bollywood and Bollywood stars as being aligned with aspirational ideals, for example Shah Rukh Khan as a spokesperson for brand-name watches and mobile phones

- Marketers have ensured the perception of the popular culture of Barbie as being appropriate for girls, and this has in recent decades expanded to associate Barbie with the values of empowerment, particularly in association with career choices. On the other hand, Barbie perpetuates an ideal figure type and ‘sexualisation’, which can have a negative impact on young girls.
- Advertising agencies manipulate the often negative cultural perception of sexual attraction by perpetuating the sexual connotation of denim jeans.

Government:

- Governments control the perceptions of popular cultures through both formal and informal means. Formal censorship classifications keep popular cultures perceived as rebellious and dangerous — the banning or R rated classification of certain video games ensures the perception of the games as controversial and appealing to young people
- Government can also indirectly influence the perception of denim jeans through EPA policy, whereby the ecological nature of using organic cotton or spun PET can change past perceptions.

Family

- Family exerts micro level control over perceptions of popular culture. The intersection of the values exhibited in a popular culture and the values of a family determines the extent to which access to the popular culture will be enhanced or limited
- Popular cultures that promote and commodify values that are perceived to be incompatible with the values of the family may be discouraged by authority figures within the family, thereby enhancing the rebellious perception of the popular culture by young people. For example, RnB may be discouraged by older family members as it is perceived as being overly sexualised, thus making the popular culture seem more illicit and therefore appealing to young family members
- Family can also influence the perception of the popular culture of denim by allowing it to be worn or not worn in particular social settings.

Question 24 — Belief Systems

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how tradition and cultural heritage affect change and resistance to change in ONE belief system • Makes informed judgement(s) about the extent to which tradition and cultural heritage affect change and resistance to change in ONE belief system • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates appropriate examples throughout 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how tradition and cultural heritage affect change and resistance to change in ONE belief system • Makes judgement(s) about the extent to which tradition and/or cultural heritage affect change and resistance to change in ONE belief system • Presents a logical cohesive response • Applies relevant course concepts and language • Integrates appropriate examples throughout 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of how tradition and/or cultural heritage affect change and/or resistance to change in ONE belief system • Makes a limited judgement about the extent to which tradition and/or cultural heritage affect change and/or resistance to change in ONE belief system • Presents an organised response, using some course concepts and language • Uses examples 	9–12
<ul style="list-style-type: none"> • Provides a limited understanding of how tradition and/or cultural heritage affect change and resistance to change in ONE belief system • Uses some course concepts and language • May use example(s) 	5–8
<ul style="list-style-type: none"> • Mentions tradition and/or heritage and/or change and/or resistance to change in ONE belief system • May use course concepts 	1–4

Answers could include:

Traditions and cultural heritage hold values and beliefs creating continuity of the belief system. The continuity of traditions and customs within areas of cultural heritage create a resistance to change as the belief system perpetuates itself.

For example:

Buddhism: Wesak; chanting; meditation

Islam: Pilgrimage; Hajj; Burka

Feminism: Continuity of equality

Within the belief system, traditional customs within cultural heritage are open to change or modernisation. This change to a tradition is a response to the social setting. In Buddhism we find examples of change to the traditional chanting texts from Chinese to English to allow greater access; meditation CDs.

Traditions are powerful in that they resist change and create continuities. However, a paradox is that traditions can change or modify in time as a response to modern society.

Question 25 — Equality and Difference

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how political and legal forces affect access to socially valued resources in Australian society • Makes informed judgement(s) about the extent to which political and legal forces affect access to socially valued resources in Australian society • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates appropriate examples throughout 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how political and/or legal forces affect access to socially valued resources in Australian society • Makes judgement(s) about the extent to which political and/or legal forces affect access to socially valued resources in Australian society • Presents a logical and cohesive response • Applies relevant course concepts and language • Integrates appropriate examples throughout 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of how political and/or legal forces affect access to socially valued resources in Australian society • Makes a limited judgement about political and/or legal forces affecting access to socially valued resources in Australian society • Presents an organised response, using some course concepts and language • Uses examples 	9–12
<ul style="list-style-type: none"> • Provides a limited understanding of how political and/or legal forces affect access to socially valued resources in Australian society • Uses some course concepts and language • May use example(s) 	5–8
<ul style="list-style-type: none"> • Mentions political or legal forces and/or access to socially valued resources in Australian society • May use course concepts 	1–4

Answers could include:

Political forces include the party processes and policies. Rigorous debate in Parliament, extensive research and advice, plus our bicameral (two houses) system of parliament seek to promote fair outcomes for all. Political forces impact greatly upon people's access to socially valued resources, for example:

- Education – funding decisions relating to HECS repayment schemes, private versus public schooling
- Health care – Medicare (free) available to all
- Housing – political parties and funding affect homeless people and the number of refugees available.

Legal forces are closely linked to political forces at times due to statute law being made in Parliament. These are enforceable and there are penalties to ensure equality for all in certain areas relating to socially valued resources, for example:

- Education – being compulsory until aged 17 years old
- Employment – safety standards, minimum wage, unfair dismissal, leave entitlement and the *Paid Parental Leave Scheme*
- Justice system – right to a fair trial.

Question 26 — Work and Leisure

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of whether changing social attitudes towards employment and unemployment have had a positive impact on society • Makes informed judgement(s) about the extent to which changing social attitudes towards employment and unemployment have had an impact on society • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates appropriate examples throughout 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of whether changing social attitudes towards employment and unemployment have had a positive impact on society • Makes judgement(s) about the extent to which changing social attitudes towards employment and/or unemployment have had an impact on society • Presents a logical and cohesive response • Applies relevant course concepts and language • Integrates appropriate examples throughout 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of whether changing social attitudes towards employment and/or unemployment have had a positive impact on society • Makes a limited judgement about the extent to which changing social attitudes towards employment and/or unemployment have had an impact on society • Presents an organised response, using some course concepts and language • Uses examples 	9–12
<ul style="list-style-type: none"> • Provides a limited understanding of how changing social attitudes towards employment and/or unemployment have had an impact on society • Uses some course concepts and language • May use example(s) 	5–8
<ul style="list-style-type: none"> • Mentions changing social attitudes towards employment and/or unemployment • May use course concepts 	1–4

Answers could include:

Actively engaging in work that is full-time allows families or individuals to make a substantial contribution to the economy. Changing attitudes allowing flexible and part-time work allows more people, both men and women, to be employed giving them a sense of a work life balance even if it is at the expense of potential income, thus creating happier individuals.

Work performed at home allows both men and women the opportunity to be flexible in the way they earn an income. This flexibility impacts positively on family life and saves money on childcare.

Employment of the elderly is seen as a positive in that society can benefit from their many valued skills and knowledge. Their employment means there is work for all in society.

Changing attitudes towards unemployment can mean it is a planned time between jobs or can be planned around family commitments, eg holidays and health issues. Voluntary redundancy can create a more harmonious micro world situation.

Society and Culture

2014 HSC Examination Mapping Grid

Section I — Social and Cultural Continuity and Change

Question	Marks	Content	Syllabus outcomes
1	1	Core concept	H7
2	1	Section 8	H1
3	1	Core concept	H5
4	1	Core / nature of	H6
5	1	Core	H6
6	1	Core / Cont / Change	H5
7	1	Core	H1, H5
8	1	Core	H8
9	3	Section 8	H6, H8
10	9	Core	H4, H10

Section II — Depth Studies

Question	Marks	Content	Syllabus outcomes
11	3	Popular Culture	H4
12	5	Popular Culture	H2, H4
13	12	Popular Culture	H3, H5, H7, H10
14	3	Belief Systems	H2
15	5	Belief Systems	H2, H5
16	12	Belief Systems	H4, H5, H7, H10
17	3	Equality and Difference	H3, H4
18	5	Equality and Difference	H3, H5, H4
19	12	Equality and Difference	H4, H5, H7, H10
20	3	Work and Leisure	H2
21	5	Work and Leisure	H3, H5
22	12	Work and Leisure	H4, H5, H7, H10

Section III — Depth Studies

Question	Marks	Content	Syllabus outcomes
23	20	Popular Culture	H2, H3, H4, H5, H7, H10
24	20	Belief Systems	H2, H3, H4, H5, H7, H10
25	20	Equality and Difference	H2, H3, H4, H5, H7, H10
26	20	Work and Leisure	H2, H3, H4, H5, H7, H10