

2015 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change

Multiple-choice Answer Key

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

Question 9

Criteria	Marks
• Provides detailed appropriate reason(s) for the resistance to change at a macro level of society	3
• Identifies a reason(s) for the resistance to change at a macro level of society	2
• Makes a relevant point	1

Sample answer:

Governments in Australia have resisted change to Australia's marriage laws for a number of reasons. Some politicians may have been socialised to accept traditional values that reject gay marriage. Some may reject it due to their religious beliefs. Others may believe, to maintain their (status) positions or (authority) power, they need to reject gay marriage in order to not alienate potential voters/supporters. Also, however, some may personally support same-sex marriage but argue against this view so that they can better represent the views of their constituents.

Question 10

Criteria	Marks
<ul style="list-style-type: none"> • Makes informed judgement(s) about the appropriateness of a social theory in explaining the role of technology in social change within ONE country • Presents a sustained, logical and cohesive response • Effectively applies a range of appropriate course concepts and language • Supports judgement(s) with appropriate examples 	9
<ul style="list-style-type: none"> • Makes a judgement(s) about the appropriateness of a social theory in explaining the role of technology in social change within ONE country • Presents a logical and cohesive response • Applies course concepts and language • Supports judgement(s) with example(s) 	7–8
<ul style="list-style-type: none"> • Attempts to make judgement(s) about the appropriateness of a social theory in explaining the role of technology in change within ONE country • Uses course concepts and language • May include example(s) 	4–6
<ul style="list-style-type: none"> • Demonstrates some understanding of a social theory and/or technology and/or change • May refer to ONE country • May use course concept(s) and language 	2–3
<ul style="list-style-type: none"> • Makes a relevant statement 	1

Sample answer:

Conflict theory is helpful in understanding the role of technology in change in Japan. The arrival of Captain Matthew Perry in mid-1800s with more advanced military technology precipitated rapid and significant change in Japan, particularly in urban areas. The use of modern western technology was encouraged leading to changes in production methods and the status of merchants. These business people, previously considered to have relatively low status in the Japanese social caste system, became empowered, challenging the status, power and authority of the shogun and samurai. The resulting conflict between these groups, as predicted by conflict theory, undermined traditional hierarchies and became a catalyst for social mobility and the increasing influence of the business class and western values. Nevertheless, it needs to be noted that the rate of change due to the introduction of western technology is not specifically addressed by conflict theory.

While conflict theory was useful in explaining some change in the 19th-20th centuries, it is less applicable in the 21st century. Japan is considered a global leader in the production and consumption of electronic goods and services, and conflict theory does not account for this direction of social change.

Section II — Depth Studies

Question 11 — Popular Culture

Question 11 (a)

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows how the demand for popular culture is influenced by the media Presents a well-organised response that applies examples Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Shows how the demand for popular culture is influenced by the media Presents an organised response that uses examples Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Makes a relevant statement May mention course concepts and/or language 	1–2

Sample answer:

The media is very influential in connection with popular culture as popular culture needs the exposure provided by media as this creates access. Rock'n'Roll is an example of popular culture.

The media includes print media such as magazines and newspapers, and electronic and social media such as Facebook, Twitter and Instagram. Media is now global and hence helps to spread popular culture on a global basis. Media in all its forms, including social media, increases the demand for Rock'n'Roll.

Individuals are immersed in various forms of media throughout their day, thus leaving them open to the media influencing their demand for popular culture. The media controls how popular culture is portrayed and individuals often want to emulate their heroes of popular culture. The media is concerned with making money, and the stakeholders of popular culture are also concerned with making money. People want to interact with popular culture and are willing to spend money in order to do so. The media influences individuals to purchase paraphernalia associated with Rock'n'Roll, such as downloading music or buying CDs, buying concert tickets, and buying products such as fragrances and clothing endorsed by a particular musician.

Question 11 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how ONE popular culture expresses contemporary values that contribute to social change • Makes informed judgement(s) about the extent to which ONE popular culture expresses contemporary values that contribute to social change • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates appropriate examples throughout 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how ONE popular culture expresses contemporary values that contribute to social change • Makes a judgement(s) about the extent to which ONE popular culture expresses contemporary values that contribute to social change • Presents a logical cohesive response • Applies relevant course concepts and language • Integrates appropriate examples throughout 	10–12
<ul style="list-style-type: none"> • Demonstrates some understanding of how ONE popular culture expresses contemporary values that contribute to social change • May make a limited judgement about the extent to which ONE popular culture expresses contemporary values that contribute to social change • Presents an organised response, using some course concepts and language • Uses examples 	7–9
<ul style="list-style-type: none"> • Provides a limited understanding of how popular culture expresses contemporary values that contribute to social change • Uses some course concepts and language • May use example(s) 	4–6
<ul style="list-style-type: none"> • Mentions popular culture and/or contemporary values and/or change • May use course concepts 	1–3

Answers could include:

The popular culture of Rock'n'Roll by its very nature expresses contemporary values, which often contribute to social change. Contemporary values are deeply held ideas and beliefs that guide our thinking, language and behaviour, such as individualism, rebellion, challenging authority, tolerance and individual expression.

Rock'n'Roll is both shaped by and shapes contemporary social values. Rock'n'Roll was designed to appeal to young people, the people that stereotypically push for social change. Rock'n'Roll song lyrics may themselves express contemporary values that may encourage people to create social change.

Issues of social change Rock'n'Roll has spoken out about include racial discrimination/equality, rights of homosexuals, women's rights, recognition of youth issues, human rights, asylum seekers and refugees. For example, Rock'n'Roll artists, and other celebrities, contributed to social change by singing "It's Time" in the Gough Whitlam federal election campaign in 1972.

A key value inherent in Rock'n'Roll is the encouragement of rebellion against authority. The nature of the lyrics, as well as the behaviour of Rock'n'Roll performers, can encourage the questioning of authority and hierarchies in families and social structures in the meso and main worlds. Traditions and heritage may be rejected.

Another key contemporary value placed on Rock'n'Roll is the importance of youth culture and youth identity. Consumers of this pop culture may perceive themselves to be separate from the wider society. These can reduce interaction between youth and other groups which contributes to social change.

Question 12 — Belief Systems and Ideologies**Question 12 (a)**

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows how the values expressed by ONE belief system or ideology influence collective identity Presents a well-organised response that applies example(s) Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Shows how the values expressed by ONE belief system or ideology influence collective identity Presents an organised response that attempts to use example(s) Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Refers to a belief system or ideology or values and/or collective identity May mention course concepts and/or language 	1–2

Sample answer:

Values shared in a belief system or ideology are very important in achieving a collective identity for the group of adherents. Commonly held values are expressed in myths, stories and beliefs. Feminism is an ideology that has a shared set of values and the adherents to feminism overtly express these values through various campaigns, actions, demonstrations and also through internalisation of feminist norms.

In feminism, the central value or philosophy is equality for women. This generates a collective identity for adherents because feminists work together to achieve the elimination of discrimination; equal workplace entitlements; reproductive rights; voting rights; and equal participation in civil and political society. These values act as a form of cohesion for all feminists who value equality in the micro, meso and macro levels of society. Expressing these values becomes important because they are central to the philosophy of the belief system or ideology.

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how authority influences the view of ONE belief system or ideology in relation to ethical issues • Makes informed judgement(s) about the extent to which authority influences the view of ONE belief system or ideology in relation to ethical issues • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates appropriate examples throughout 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how authority influences the view of ONE belief system or ideology in relation to ethical issues • Makes judgement(s) about the extent to which authority influences the view of ONE belief system or ideology in relation to ethical issues • Presents a logical cohesive response • Applies relevant course concepts and language • Integrates appropriate examples throughout 	10–12
<ul style="list-style-type: none"> • Demonstrates some understanding of how authority influences the view of ONE belief system or ideology in relation to ethical issue(s) • May make a limited judgement about the extent to which authority influences the view of ONE belief system or ideology in relation to ethical issue(s) • Presents an organised response, using some course concepts and language • Uses examples 	7–9
<ul style="list-style-type: none"> • Provides a limited understanding of how authority influences the view of ONE belief system or ideology in relation to ethical issue(s) • Uses some course concepts and language • May use example(s) 	4–6
<ul style="list-style-type: none"> • Mentions ONE belief system or ideology and/or authority and/or ethical issue(s) • May use course concepts 	1–3

Answers could include:

- The authority of the Catholic Church through the implementation of dogma, papal rulings and sermonising influencing parishioners eg banning of contraception, divorce, gay marriage, views on women.
- Catholic schools may also influence the views of their students eg students may be discouraged from living with their partners.
- The government may introduce legislation that conflicts with the Catholic Church's values and response to ethical issues, eg contraception, divorce, homosexuality, equal opportunity for women.
- Conflict between the Catholic Church and society may result in reducing the influence of the authority of the Catholic Church upon society.

Question 13 — Social Inclusion and Exclusion**Question 13 (a)**

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows why social inclusion is important for improving life chances for ONE group in society Presents a well-organised response that applies example(s) Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Shows why social inclusion is important for improving life chances for ONE group in society Presents an organised response that uses example(s) Uses course concept(s) and language 	3–4
<ul style="list-style-type: none"> Refers to social inclusion and/or life chances May mention course concepts and/or language 	1–2

Sample answer:

Social inclusion through better access to socially valued resources has been important in improving the life chances of people with disabilities in Australia. For example, persons with disabilities were less likely to be accepted by mainstream schools or by universities. This contributed to reduced employment opportunities and lower socioeconomic status. Recently, however, an emphasis on social inclusion, for example, including individual assistance in classrooms and use of technologies such as laptops, iPad apps and FM loops, has increased the participation of people with disabilities in education institutions. The result is better opportunities, incomes and better health outcomes. Hence, greater social inclusion has improved the social mobility and the life chances of people with disabilities in Australia.

Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how limited access to modern technologies results in social exclusion within ONE country • Makes informed judgement(s) about the extent to which limited access to modern technologies results in social exclusion within ONE country • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates appropriate examples throughout 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how limited access to modern technologies results in social exclusion within ONE country • Makes judgement(s) about the extent to which limited access to modern technologies results in social exclusion within ONE country • Presents a logical cohesive response • Applies relevant course concepts and language • Integrates appropriate examples throughout 	10–12
<ul style="list-style-type: none"> • Demonstrates some understanding of how limited access to modern technologies results in social exclusion within ONE country • May make a limited judgement about the extent to which limited access to modern technologies results in social exclusion within ONE country • Presents an organised response, using some course concepts and language • Uses examples 	7–9
<ul style="list-style-type: none"> • Provides a limited understanding of how limited access to modern technologies results in social exclusion within ONE country • Uses some course concepts and language • May use example(s) 	4–6
<ul style="list-style-type: none"> • Mentions modern technologies and/or social exclusion • May use course concepts 	1–3

Answers could include:

Limited access to the following modern technologies can result in social exclusion for persons living in rural and isolated environments in Australia.

- Internet – limited communication via social media and emails. This can be exacerbated by intermittent and unreliable access and restricted access to services eg internet banking and online purchases. Lack of access can impact on educational outcomes.
- Mobile phone reception – less interaction with peers and access to emergency services – there can be ‘black spots’ limiting access.

It should be noted, however, that satellite technology and the NBN may help to minimise this social exclusion in the future.

There is also a higher proportion of persons of lower socioeconomic status living in these areas than in urban areas. This lower status can limit access to satellite phones, laptops, tablets and other modern technologies resulting in social exclusion in the micro, meso and macro levels.

Question 14 — Social Conformity and Nonconformity**Question 14 (a)**

Criteria	Marks
<ul style="list-style-type: none"> • Clearly shows why nonconformity benefits wider society • Presents a well-organised response that applies example(s) • Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> • Shows why nonconformity benefits wider society • Presents an organised response that uses example(s) • Uses course concepts and language 	3–4
<ul style="list-style-type: none"> • Refers to nonconformity and/or benefits • May mention course concepts and/or language 	1–2

Sample answer:

Both individuals and groups can demonstrate nonconformity ie not yielding to real or perceived social pressure and/or expectations. Amnesty International is a non-conformist group, comprised of individuals who often identify as non-conformists. Due to the non-conformity of this group, there is widespread recognition that benefits for society can be and have been achieved. Amnesty International challenges the status quo through protests, online campaigns and boycotts to raise awareness of human rights abuses and seeks to hold governments accountable for their actions. Nonconformity in this sense benefits the national and international community by promoting recognition of universal human rights. The recent case of Raif Badawi, who was imprisoned in Saudi Arabia for starting a website condoning social and political debate, highlights that non-conformists can benefit others in society by providing a forum for open democratic dialogue. Non-conformist organisations such as Amnesty often work in non-traditional ways to ensure the actions of risk-takers, such as Badawi, intended to benefit society are not unduly punished.

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how group norms create both cohesion and stereotypes for ONE group • Makes informed judgement(s) about the extent to which group norms create both cohesion and stereotypes for ONE group • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates appropriate examples throughout 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how group norms create both cohesion and stereotypes for ONE group • Makes judgement(s) about the extent to which group norms create both cohesion and stereotypes for ONE group • Presents a logical cohesive response • Applies relevant course concepts and language • Integrates appropriate examples throughout 	10–12
<ul style="list-style-type: none"> • Demonstrates some understanding of how group norms create cohesion and/or stereotypes for ONE group • May make a limited judgement about the extent to which group norms create cohesion and/or stereotypes for ONE group • Presents an organised response, using some course concepts and language • Uses examples 	7–9
<ul style="list-style-type: none"> • Provides a limited understanding of how group norms create cohesion and/or stereotypes for ONE group • Uses some course concepts and language • May use example(s) 	4–6
<ul style="list-style-type: none"> • Mentions group norms and/or cohesion and/or stereotypes • May use course concepts 	1–3

Answers could include:

- Groups norms refer to the unwritten codes of behaviour within a group.

Group norms of Freemasons (eg Sydney Lodge 1020) include:

- Specific dress codes
- Secret handshake
- Meeting etiquette
- Belief in supreme being

Cohesion with Freemason chapter achieved by:

- Acceptance of hierarchy and orders of Grand Master
- Shared/common identity
- Work together to achieve humanitarian goals and a community focus
- Sanctions for not conforming

Stereotypes of Freemasons include:

- Secret society
- Male dominated
- Business networking opportunity
- Favouritism towards other group members.

2015 HSC Society and Culture Mapping Grid

Section I — Social and Cultural Continuity and Change

Question	Marks	Content	Syllabus outcomes
1	1	Core concept	H1, H3
2	1	Research method	H6
3	1	Core concept	H3
4	1	Research method	H6
5	1	Core concept	H3
6	1	Research method	H4, H6
7	1	Core	H1, H9
8	1	Core	H5, H7
9	3	Core	H3, H5
10	9	Core	H5, H9, H10

Section II — Depth Studies

Question	Marks	Content	Syllabus outcomes
11 (a)	5	Nature of Popular culture	H1, H3, H10
11 (b)	15	Focus study	H2, H3, H5, H9
12 (a)	5	Focus study (Belief systems and Ideologies)	H1, H3, H10
12 (b)	15	Focus study	H2, H3, H5, H9
13 (a)	5	Focus study (Social inclusion and exclusion)	H1, H3, H10
13 (b)	15	Focus study	H2, H3, H5, H9
14 (a)	5	Nature of Social conformity and nonconformity	H1, H3, H10
14 (b)	15	Social conformity and nonconformity	H1, H2, H3, H9