2001 HSC Notes from the Examination Centre Society and Culture

Contents

2001 HSC NOTES FROM THE EXAMINATION CENTRE SOCIETY AND CULTURE

Introduction

These notes are provided to give HSC candidates and teachers feedback on the HSC Examination in Society and Culture for 2001. This was the first year of examining the Stage 6 Society and Culture Syllabus (1999) and in applying standards referencing to the examination setting, marking and reporting processes. These processes offer a clear description of the content to be studied and examined and, importantly the standards of achievement that are expected of candidates to achieve marks.

These notes should be read in conjunction with:
- the Stage 6 Society and Culture Syllabus (1999)
- the Society and Culture Examination 2001
- the HSC Marking Guidelines for 2001
- the Board of Studies Keywords definitions.

Reference should also be made to Board documents which:
- set the due date each year for the Personal Interest Project
- outline minor amendments to page 35 of the syllabus.

General Comments

The Society and Culture examination has two distinct components:
- Personal Interest Project – Worth 30% of the examination marks.
  3001 candidates presented these works for marking.
- The Written Examination – Worth 70% of the examination marks.
  2988 candidates sat for this paper.

The proportion of candidates studying each of the HSC Depth Studies were:

Popular Culture	30 %
Belief Systems	20 %
Equality and Difference	33 %
Work and Leisure	17 %

The Personal Interest Project

General Comments

The Personal Interest Project allows candidates to research and explore topics of personal interest to them. This topic must be relevant to the Society and Culture syllabus. Those candidates who identified a strong and clear commitment to their chosen topic, typically benefited in that their research was purposeful and demonstrated a distinct dedication to the aims of their project.

Teachers and candidates should ensure that they adhere to the advice in the syllabus. In particular, in the ethics of research, it is vital that candidates consider the advice given on pages 18 and 45 of

the syllabus, and that they avoid topics that would cause offence to the reader, or cause offence during the course of research, for example graphic depictions of gratuitous violence. These issues should be addressed during the three occasions of reporting the process of the research (see Certification on page 47 of the syllabus).

Teachers and candidates should also ensure that they adhere to the timelines set by the Board of Studies for completing the Personal Interest Project. Work on the topic should not begin until the commencement of the HSC course, and work must be completed by the date set by the Board.

Specific Comments

Stronger responses demonstrated research that was both perceptive, and socially and culturally literate. They were comprehensive and thorough in dealing with all compulsory components: Introduction, Log, Central Material, Conclusion and Resource List. Their topics had a clear focus, the methodologies used were relevant and woven into the research in depth, as well as being evaluated for their strength and weaknesses. These candidates were clearly well organised, and demonstrated a refinement of course concepts and ideas which indicated their work had gone through various drafts, as well as being well linked to secondary resources (Public Knowledge) and well acknowledged through effective referencing. A high level of investigation and analysis was typically achieved through a synthesis of the candidate's own commitment to their topic (Personal Experience), to the application of their selected research methodologies and cross-cultural perspectives.

Weaker responses struggled with the integration of their research methodologies. These tended to be included as discrete sections and not well integrated with other information. The concepts used were also not clearly integrated into the writing. The thoughtful use of concepts is a good first step to analysing information, and typically can take the response beyond the descriptive. These candidates also did not make clear links between the micro and macro perspectives in their work. For example, research may have been undertaken as a case study (micro), but no clear links were established regarding the implications of this to the wider (macro) issues. Similarly, surveys were completed, but there was no reference to indicate the size and choice of the survey sample. The lack of a specifically identified cross-cultural perspective was also missing in the weaker responses.

Written Examination

Section I – Social and Cultural Continuity and Change

Part A

Question 1

Specific Comments

(a)   Most candidates could readily identify an aspect of a gender role, and describe how this role had changed through time. Most answers focused on the changing role of women in the workplace, either paid or unpaid.

(b)   This part proved to be slightly more difficult. Candidates were able to give anecdotal evidence of gender expectations that readily illustrated their personal experience.

The difficulty was experienced in stating what impact specific social expectations had on their own personal experience. If a candidate did not apply the keyword 'evaluate' effectively by making a judgement based on criteria, this limited the candidate's response. Stronger responses were able to effectively answer the question in the space provided by producing succinct and organised responses.

Question 2

Specific Comments

Stronger responses clearly understood the nature of quantitative and qualitative research, and could define each. Poorer responses only provided an example of research.

Part (c) attracted a variety of responses. It was possible to draw responses from the complete range of methodologies, and all were considered appropriate to research the impact of technology on family relationships.

Stronger responses were able to clearly name and describe the features of their chosen methodology, and state how it was appropriate in relation to developing an understanding of the area of technology and family relationships.

Weaker responses often described the methodology with little of no acknowledgment of the topic it was to investigate. For example, there were a number of prepared responses that gave the advantages and disadvantages of a particular methodology, and made little attempt to answer the question. Relating the research methodology to the specifics of the question proved a difficult task for the majority of candidates.

Weaker responses inappropriately had either 'qualitative' or 'quantitative' as a particular research methodology.

Question 3

Specific Comments

Stronger responses saw candidates able to clearly evaluate a theory of social change. This was typically done in terms of the application of the theory, being able bring about a better understanding of both continuity and change in their chosen country of study. Some candidates were able to make appropriate judgements on how some theories were ineffective in providing a better understanding of continuity and change. Candidates used a variety of theories of social change. The most popular included: Functionalist Theory, Conflict Theory, Integrationist Theory, Evolutionary Theory, Cyclical Theory and Modernisation Theory. Candidates were able to make clear statements on the theory, using well chosen examples which illustrated both continuity and change.

Weaker responses often failed to refer to a specific theory or confused a process, for example industrialisation, with a theory of social change. Other responses were simply descriptions of

continuity and change in the chosen country, and failed to make links to a social theory. Importantly many of these responses did not discuss both an example of continuity and an example of change.

Part B

Question 4

General Comments

The question requested candidates to make 'reference to a country you have studied'. The country of study has to be identified by the candidate in each question that requests specific reference to it. Careful attention needs to be given to the mark allocation for parts within a question, and the amount of time given to each part should reflect the available marks. Candidates need to clearly label their answers in the relevant sections: (a), (b) and (c).

Specific Comments

Stronger candidates were able to give a specific example of change that clearly related to relevant sections of the syllabus, for example: education; gender roles and the status of women and men; or government institutions. A description of the impact of how such changes affected the traditional society and culture of the country could have featured examples such as the impact of changes to education during the Meiji Era of Japan, or the impact of colonialism in Papua New Guinea. These candidates were able to evaluate by making a judgement concerning the future for the country by considering the evidence, and making an informed comment on the implications of these changes. These candidates were also able to distinguish the implications for the future into positive and negative aspects.

Weaker candidates were confused as to the meaning of 'traditional society and culture', as well as what was meant by 'a specific example'. Many candidates had difficulty in differentiating between 'impact' and 'implications'. Candidates therefore spent a lot of time describing past cultural or historical practices, and had difficulty in establishing links from past to present, and to the future, as was required in part (c). Some candidates wrote unnecessarily detailed answers for part (a).

Section II – Depth Studies

Candidates should ensure that they address the rubric in answering every question in this section of the examination. Some candidates completely disregarded the rubric and went straight to the question. It is essential that candidates realise the marking guidelines are developed from the rubric, and they must respond to the directions in the rubric to effectively answer the question. Candidates need to be able to apply their knowledge and understanding to the question they have chosen to answer.

Question 5 – Popular Culture

General Comments

Careful consideration should be given to the selection of a popular culture for the focus study. This selection should be directed by ensuring all sections of the Focus Study part of the syllabus can be effectively applied to that popular culture. In particular, candidates need to be able to distinguish between the genre that is the popular culture, and specific examples of that popular culture. Fewer candidates chose part (a) although, in general, their responses were of a good standard.

Specific Comments

(a) Stronger candidates understood the concepts globalisation, access, and ideology, as they were able to reveal this understanding in the context of their knowledge and understanding of their focus study of a popular culture. These candidates were also able to identify and interrelate the components associated with globalisation, access and ideology in a balanced and sustained manner, explaining the resulting implications for either continuity or change in consumption of that popular culture. Detailed knowledge and understanding of the focus study was an essential ingredient in a good quality answer. These candidates understood the meaning of the keyword 'analyse', and therefore were able to identify the components of, and relationships between, globalisation, access, and ideology on continuity or change in the consumption of the selected popular culture.

Weaker candidates were often confused about the meaning of ideology, and were not able to address continuity or change in consumption for their selected popular culture. In addition, knowledge and understanding of the focus study was rudimentary, therefore not allowing progression from description to analysis. Weaker responses lacked sufficient detail, and/or did not directly address the question.

(b) Stronger candidates understood the concepts technology, media and institutional power, as they were able to reveal this understanding in the context of their knowledge and understanding of their focus study of popular culture. These candidates were also able to identify and interrelate the components associated with the influence of technology, media and institutional power on the future directions of a popular culture. Detailed knowledge and understanding of the focus study were essential ingredients in a good quality answer. These candidates understood the meaning of the keyword 'evaluate', and therefore were able to make a judgement about the influence of technology, media and institutional power on the future directions of the selected popular culture.

Weaker candidates were typically confused about the meaning of institutional power, and were unable to address the implications for the future of their selected popular culture focus study. Their inability to apply their knowledge to a futures perspective limited chances of success, as this was the essential element of this question. Weaker responses lacked sufficient detail, and/or did not directly address the question.

Question 6 – Belief Systems

(a) Stronger candidates could clearly define and apply the characteristics of ritual, myth and ideology, and how these concepts related to change or resistance to change. Examples of

belief systems were varied and included Buddhism, Australian Aboriginal groups, and Feminism.

Stronger answers identified relationships between ritual, myth and ideology, and how, for example, a change in ideology can be reflected in changed myths and ritual behaviour. These were logically developed and clearly elaborated in candidate's responses.

Detailed knowledge and understanding of the focus study was an essential ingredient in a good quality answer. These candidates understood the meaning of the keyword 'analyse', and therefore were able to identify the components of, and relationships between, ritual, myth and ideology on change or resistance to chance in the selected belief system.

Weaker candidates did not deal with change or resistance to change in their responses. Ideology was either not mentioned or only briefly mentioned. In addition, knowledge and understanding of the focus study was rudimentary, therefore not allowing progression from description to analysis. Weaker responses lacked sufficient detail, and/or did not directly address the question.

(b)   Stronger candidates made a genuine attempt to use the keyword 'evaluate', rather than to merely 'describe' the future of their chosen belief system. These answers made an informed judgement on the future of the chosen belief system using all concepts: power, gender and technology. They discussed the future, although many candidates had difficulty dealing with 'views of the future'. Specific examples were used to demonstrate their knowledge and understandings, and these were evident and were woven into the response in a logical and well-structured way.

Weaker responses were typically able to mention power, gender and technology, but made little or no attempt to consider the future of the chosen belief system, or to find a connection or relationship between these concepts. In many cases only one or two of the concepts from the question were mentioned. A very limited number of characteristics of the chosen belief system were mentioned, and these were simply described.

Question 7 – Equality and Difference

General Comments

For the majority of candidates, this focus study selected was Australian society and/or Aborigines as the group in society. Many candidates concentrated on recounting content, and lost the focus of the question. For example, candidates often spent too much time on the 'history' of a topic, and did not focus specifically on the concepts outlined in the question. Failure to relate knowledge and understanding to the question meant that candidates did not maximise their marks. The majority of candidates chose part (a).

Specific Comments

(a)   Stronger responses had a clear focus on their chosen group, and provided information that was relevant to the question. They referred to all parts of the question — social class, ethnicity and prejudice, as well as power and authority. These were also able to differentiate between power and authority. They used current data to support their knowledge and understanding of the focus study. These candidates also understood the meaning of the keyword 'analyse', and

therefore were able to identify the components of, and relationships between, social class, ethnicity and prejudice, and the effect of power and authority in the selected group.

Weaker responses ignored parts of the question, neglecting the concepts that were not as easily applicable to the groups they had studied. Although power and authority were mentioned, there was little real treatment or understanding of these concepts evident in their answers. Some responses referred to several groups in society, which resulted in only brief treatment of the concepts. These responses were simplistic, with some responses even quoting inaccurate statistics. It is essential that candidates use relevant and up-to-date statistical information.

Most responses failed to link the concepts of class, ethnicity and prejudice, to power and authority. Equally, it is important to go beyond providing historical data by delivering more up-to-date evidence that relates to contemporary power and authority issues.

Many responses were 'prepared answers', which were not sufficiently related to the question.

(b)   Stronger responses provided a clear, integrated link between human rights, identity and socioeconomic status and possible futures for society. The better answers illustrated the complex relationship between identified concepts, as well as providing detailed knowledge and understanding of the focus study. These candidates understood the meaning of the keyword 'evaluate', and therefore were able to make a judgement about the influence of human rights, identity, and socioeconomic status. They were also able to use current data to make informed judgements regarding the future in the society of their study. These future perspectives were an integrated aspect of the response.

Average responses typically only mentioned the future in the introduction or conclusion. While many obviously had the background information to answer this question, they found it hard to relate it to all parts of the question. Answers were very descriptive, often dealing with many inequalities in human rights. Failing to integrate the concepts effectively, or to integrate a futures perspective. Fewer answers successfully addressed the concepts of human rights and identity.

Weaker responses tended to mention the concepts without reference to the future. The futures component was often ignored. Also, these responses were typically a simplistic description of some concepts. There was little or no evaluation of the influence of existing inequalities. Very few candidates used futures methodologies. Many responses outlined aspects rather than made judgements to link the concepts in the question. Many candidates failed to generate future options for the society studied.

Question 8 – Work and Leisure

General Comments

The range of components, and the extent to which the relationships between them were addressed, proved to be an important discriminator in candidates' responses. Most candidates attempted part (a).

Specific Comments

(a)   Stronger responses were those where candidates were able to identify changes that have taken place in work, leisure and technology in a particular society. These candidates clearly understood the meaning of the keyword 'analyse', as they were able to identify the components of work, leisure and technology, and clearly relate the implications of how changes in these impacted on one society.

These changes, and the relationships between them, needed to be explicitly identified in a sustained, logical and well-structured argument that demonstrated a detailed knowledge and understanding of the focus study.

Weaker responses tended to be disjointed, and lacked a clear line of argument. They did not effectively deal with how work, leisure and technology impact upon social groups. These responses tended to be overly generalised and lacking in analysis.

Some candidates did not clearly identify the society upon which they were focusing. This is vital in effectively answering the question.

(b)   Stronger responses identified how values, identity and norms influenced the future patterns of work and leisure in one society. The better responses provided a sustained, logical and well-structured argument to highlight the ways in which these concepts could impact on work and leisure in the future. These candidates had a good understanding of the term 'evaluate', which is making a judgement about how norms, values and identity could potentially influence future patterns of work.

Weaker responses were typically very descriptive and devoid of any analysis. Indeed, some candidates presented 'prepared responses' which did not address the question. Candidates should be cautioned against this technique. Whilst some candidates could demonstrate that they knew what the terms norms, values and identity meant, they found it exceedingly difficult to apply these concepts to future work and leisure.

Society and Culture

2001 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1(a)	2	Key concept = gender (P30)	H7
1(b)	4	Distinguishing personal exp. and public knowledge (P31)	H3, H7
2(a)	1	Qualitative research (P31)	H6
2(b)	1	Qualitative research (31)	H6
2(c)	4	Specific methodology (P31)	H6
3	6	Theory of social changes (P31). Continuity & changes in country study.	H3, H4
4(a)	1	Identify ONE change	H1, H7
4(b)	4	Impact of change in selected country	H4, H7
4(c)	7	Futures; change	H1,H4,H7,H10
5(a) or (b)	20	Popular Culture	H2,H4,H5,H10
6(a) or (b)	20	Belief systems	H2,H4,H5,H10
7(a) or (b)	20	Equality and difference	H2,H4,H5,H10
8(a) or (b)	20	Work & leisure	H2,H4,H5,H10

Personal Interest Project			
	Marks	Components	Syllabus outcomes
	30	Clarity Conceptual Content Methodological Content Subject Matter Content Cross Cultural Content Integrative Skills Communication Skills Originality	H1, H6, H7, H8, H9, H10, H11

2001 Society and Culture
Marking Guidelines

Personal Interest Project

HSC examination overview

The HSC examination for Society and Culture consists of a written paper worth 70 marks and a Personal Interest Project worth 30 marks.

Task: Personal Interest Project (30 marks)

The Personal Interest Project enables students to demonstrate the development of their interests, research skills and personal experiences concerning the interactions between persons, societies, cultures and environments across time. In particular students will be able to demonstrate the development and application of social and cultural research methodologies in completing their Personal Interest Project.

- The Personal Interest Project is to:
- be a topic of the student's own choice
- be related to the course
- use appropriate methodologies
- include a cross-cultural perspective

Guidelines for the Personal Interest Project:

- The project must be the student's own work and have a substantial amount of subject matter brought together on the basis of their reading, research and personal experience
- A range of methodologies should be applied that are suited to the topic
- The project must be individually produced by the student
- A Personal Interest Project Diary should be maintained and used to form the basis of the PIP Log

In the presentation of the Personal Interest Project, the following components must be presented:

- An introduction of no more than 500 words that gives a brief description of the topic and methodologies used
- A log of no more than 500 words that should be based on the student's Personal Interest Project Diary
- Central material of the Personal Interest Project between 2500 and 5000 words which may be accompanied by photographs, tables, graphs and/or diagrams. The central material must contain a cross-cultural perspective, that is, a perspective different from the student's own.
- A concluding statement of no more than 500 words stating what the student has learned from the Personal Interest Project
- A resource list that contains annotated references used in the Personal Interest Project

Assessment criteria

- Evidence of achievement of the course outcomes

- The clarity of the topic, and the purposes and procedures of the PIP

- A demonstrated understanding and application of the fundamental concepts and other concepts of the course

- The appropriate use of methodologies essential to the course

- The accuracy and relevance of the subject matter for the purposes of the PIP

- A demonstrated knowledge and understanding of viewpoints different from the immediate culture of the student

- An integration of various aspects of the course in a coherent structure

- Conclusions proceeding from the stated introduction and arguments presented in the PIP

- Evidence that personal experience is related to public traditions of knowledge

- Effective communication of the student's ideas to a wider audience

- Evidence of originality in design, execution and analysis

Outcomes assessed: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a well-developed understanding of the interactions between persons, societies, cultures and environments over time that demonstrates diversity and commonality within societies and cultures • Effectively applies social and cultural research methodologies and makes informed judgements on the usefulness, validity and bias of information that contributed to the project • Presents accurate and relevant ideas, issues and information relating personal experience and public knowledge and drawn from a number of perspectives and resources to analyse relationships between social and cultural groups • Effectively uses and applies social and cultural terms and concepts throughout the project • Presents a clear, coherent and well-structured report that effectively communicates the student's ideas, incorporating appropriate language, and where applicable, photos, tables and/or diagrams	25 – 30
• Demonstrates a good understanding of the interactions between persons, societies, cultures and environments over time that demonstrates diversity and commonality within societies and cultures • Applies social and cultural research methodologies and makes appropriate judgements on the usefulness, validity and bias of information that contributed to the project • Presents appropriate ideas, issues and information relating personal experience and public knowledge and drawn from a number of perspectives and resources to describe relationships between social and cultural groups • Uses and applies social and cultural terms and concepts throughout the project • Presents a clear and well structured report that effectively communicates the student's ideas and incorporates appropriate language, and where applicable, photographs, tables and/or diagrams	19 – 24

Criteria	Marks
• Identifies a variety of interactions between persons, societies, cultures and environments over time that demonstrates diversity and/or commonality within societies and cultures • Uses social and cultural research methodologies and makes some judgements on the usefulness, validity and/or bias of information that contributed to the project • Presents ideas, issues and/or information relating some personal and/or public knowledge and drawn from perspectives and resources to describe relationships between social and/or cultural groups • Uses social and cultural terms and concepts throughout the project • Presents a clear report that communicates the student's ideas, and includes the appropriate use of language, and where applicable, some use of photos, tables and/or diagrams	13 – 18
• Identifies some interactions between persons, societies, cultures and/or environments over time • Uses at least one social and/or cultural research methodology and makes some judgements on the usefulness, validity and/or bias of information that may have contributed to the project • Presents some ideas, issues and/or information to describe relationships between social and/or cultural groups • Uses some social and/or cultural terms and concepts throughout the project • Presents a report that communicates the student's ideas and includes some use of appropriate language, and where applicable, some use of photographs, tables and/or diagrams	7 – 12
• Identifies at least one interaction between persons, societies, cultures and environments • Uses at least one social and/or cultural research methodology • Names an idea, issue and/or gives some information to state a relationship between a social and/or a cultural group • Limited use of social and/or cultural terms and/or concepts • Presents a report that communicates the student's ideas, and may include some use of photographs, tables and/or diagrams	1 – 6

Written Paper — Society and Culture

Question 1 (a) (2 marks)

Outcomes assessed: H7

MARKING GUIDELINES

Criteria	Marks
• Names an aspect of a gender role and recognises how it has changed over time	2
• Names an aspect of a gender role/or change over time	1

Question 1 (b) (4 marks)

Outcomes assessed: H3, H7

MARKING GUIDELINES

Criteria	Marks
• Clearly determines social expectation of gender • Makes a judgement based on criteria about how social expectations of gender have impacted on own personal experience	4
• Outlines social expectations of gender • Makes a judgement of how social expectations of gender have impacted on own personal experience	3
• Mentions own experiences and social expectations but does not refer to impact	2
• Refers to own gender role and/or social expectations	1

Question 2 (a) (1 mark)

Outcomes assessed: H6

MARKING GUIDELINES

Criteria	Marks
• States the essential features of quantitative research	1

Question 2 (b) (1 mark)

Outcomes assessed: H6

MARKING GUIDELINES

Criteria	Marks
• States the essential features of qualitative research	1

Question 2 (c) (4 marks)

Outcomes assessed: H6

MARKING GUIDELINES

Criteria	Marks
• Names an appropriate methodology • Clearly supports an argument for choosing a particular methodology, with specific reference to the impact of technology on family relationships	4
• Names an appropriate methodology • Provides some reasons for choosing a methodology, with some reference to the impact of technology on family relationships	3
• Names an appropriate methodology • Describes a particular methodology with or without reference to the impact of technology on family relationships	2
• Names an appropriate methodology and/or makes reference to the impact of technology on family relationships	1

Question 3 (6 marks)

Outcomes assessed: H3, H4

MARKING GUIDELINES

Criteria	Marks
• Names a theory of social change and makes a judgment using criteria which supports an argument for the theory of social change to explain the selected feature/s of continuity and change	5–6
• Names a theory of social change and demonstrates some understanding of that theory to describe selected features of continuity and change	3–4
• Makes some reference to a theory of social change and/or provides a limited description of selected feature/s of continuity and change	1–2

*Note
To achieve 2 marks candidates must refer to theory and provide a limited description of selected feature of continuity and change

Question 4 (a) (1 mark)

Outcomes assessed: H1, H7

MARKING GUIDELINES

Criteria	Marks
• Identifies a specific example of change on traditional society and culture in a country	1

Question 4 (b) (4 marks)

Outcomes assessed: H4, H7

MARKING GUIDELINES

Criteria	Marks
• Clearly demonstrates an understanding of traditional culture in the country • Provides characteristics and features of the impact of the identified change on the traditional culture	3–4
• Demonstrates some understanding of traditional culture • Describes some impacts of change on traditional culture	1–2

Question 4 (c) (7 marks)

Outcomes assessed: H1, H4, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Describes a range of implications of the change for the future of the country • Makes judgements about the benefits or otherwise of these implications	6–7
• Describes some implications of the change for the future of the country • Outlines some of the benefits or otherwise of these implications	3–5
• Describes the possible future of the country with some reference to the change	1–2

Question 5 (a) (20 marks)

Outcomes assessed: H2, H4, H5, H10

MARKING GUIDELINES

Criteria	Marks
• Identifies a range of components associated with globalisation, access and ideology and examines the relationship of these aspects on continuities or changes in the consumption of one popular culture. The distinguishing characteristics of the processes involved in consumption of one popular culture are evident throughout • Course concepts and language are used in an appropriate way to relate the implications of continuity or change to the complex relationships within and between social and cultural groups. A range of appropriate issues may be used to support the answer, using relevant examples of one popular culture • Presents a sustained, logical and well-structured answer to the question that relates a range of implications of globalisation, access and ideology to continuity or change in the consumption to one popular culture	17–20
• Identifies some components associated with globalisation, access and ideology and examines the relationship of these aspects on continuities or changes in the consumption of one popular culture. Characteristics of the processes involved in consumption of one popular culture are evident throughout • Course concepts and language are used to identify the implications of continuity or change of the complex relationships within and between social and cultural groups. Some issues may be used to support the answer, using relevant examples of one popular culture • Presents a sustained and well organised answer to the question that relates implications of globalisation, access and ideology to continuity or change in the consumption to one popular culture	13–16
• Identifies how globalisation, access and ideology have influenced the consumption of one popular culture in relation to continuity or change. Characteristics of the consumption of one popular culture are included in the answer • Some course concepts are used to identify the nature of continuity or change within and between social and cultural groups. Some issues may be described and may include relevant examples of one popular culture • Presents an organised answer to the question that identifies some implications of globalisation, access and ideology to continuity or change in the consumption to one popular culture	9–12
• Describes aspects of continuity or change on the consumption of one popular culture and how these are influenced by globalisation, access and ideology. A limited number of characteristics of the consumption of one popular culture are included in the answer • Some course concepts are used to describe at least one relationship between the nature of continuity or change within and between social and cultural groups. May use some examples for one popular culture • Identifies limited aspects of globalisation, access and ideology that can affect continuity or change in the consumption of one popular culture	5–8
• Mentions aspects of continuity or change on the consumption of one popular culture and how these can influence globalisation, access and ideology. A general understanding of characteristics of the consumption of one popular culture is evident • Limited course concepts are used to mention some relationships between the nature of continuity or change within and between social and cultural groups. These relationships may broadly relate to the consumption of one popular culture • Briefly mentions some implications of globalisation, access and ideology that can influence continuity or change in the consumption of one popular culture	1–4

Question 5 (b) (20 marks)

Outcomes assessed: H2, H4, H5, H10

MARKING GUIDELINES

Criteria	Marks
• Makes a judgement based on criteria for a range of aspects of institutional power, media and technology that may shape the future directions of one popular culture. The distinguishing characteristics of the popular culture are evident throughout • Course concepts and language are used in an appropriate way to determine the value of the implications of future directions on one popular culture. A range of appropriate issues may be used to support the answer, using specific scenarios or examples • Presents a sustained, logical and well-structured answer to the question that relates a range of implications of future directions to one popular culture	17–20
• Makes a judgement based on criteria for some aspects of institutional power, media and technology that may shape the future directions of one popular culture. Characteristics of the popular culture are evident throughout • Course concepts and language are used in an appropriate way to determine the implications of future directions on one popular culture. Some issues may be used to support the answer, using specific scenarios or examples • Presents a sustained, well organised answer to the question that relates some implications of future directions to one popular culture	13–16
• Makes a judgement of how institutional power and/or media, and/or technology may shape the future directions of one popular culture. Characteristics of the popular culture are included in the answer • Some course concepts are used to identify the implications of future directions on one popular culture. Some issues may be described to support the answer, using specific scenarios or examples • Presents an organised answer to the question that identifies some implications of future directions to one popular culture	9–12
• Outlines how aspects of institutional power and/or media, and/or technology may shape the future directions of one popular culture. A limited number of characteristics of the popular culture are included in the answer • Some course concepts are used to describe at least one implication of future directions on a popular culture. May use some examples or scenarios to support the answer • Identifies some implications of future directions on one popular culture	5–8
• Mentions aspects of institutional power and/or media, and/or technology that may relate to the future directions of one popular culture • A limited number of course concepts are used to mention some implications of future directions on one popular culture • Briefly mentions some implications of future directions that can influence one popular culture	1–4

Question 6 (a) (20 marks)

Outcomes assessed: H2, H4, H5, H10

MARKING GUIDELINES

Criteria	Marks
• Identifies a range of components associated with ritual, myth and a range of aspects of ideology that influence either change or resistance to change on a belief system. The distinguishing characteristics of a belief system are evident throughout • Course concepts and language are used in an appropriate way to relate the implications of complex relationships that effect either change or resistance to change on a belief system. A range of appropriate issues may be used to support the answer using specific examples • Presents a sustained, logical and well-structured answer to the question that draws out relationships between myth, ritual and ideology	17–20
• Identifies some components associated with ritual, myth and some aspects of ideology that influence either change or resistance to change on a belief system. Some distinguishing characteristics of a belief system are evident throughout • Course concepts and language are used to relate the implications of complex relationships that effect either change or resistance to change on a belief system. Some issues may be used to support the answer using examples • Presents a sustained, well-structured answer to the question that draws out some relationships between myth, ritual and ideology	13–16
• Demonstrates an understanding of ritual, myth and some aspects of ideology that influence either change or resistance to change on a belief system. Some characteristics of a belief system are included in the answer • Some course concepts are used to describe the relationships that effect either change or resistance to change on a belief system. Some issues may be described to support the answer using specific examples • Presents an organised answer that identifies some relationships between myth, ritual and ideology	9–12
• Describes aspects of ritual, myth and ideology that influence either change or resistance to change on a belief system. A limited number of characteristics of a belief system are included in the answer • Some course concepts are used to describe at least one implication of relationships that effect either change or resistance to change on a belief system. May use some examples to support the answer • Mentions aspects of ritual, myth and ideology	5–8
• Course concepts are mentioned with little or no attempt to provide examples. Change or resistance to change are mentioned but little or no demonstration of effect • A limited number of course concepts are used to mention change or resistance to change • Limited mention of relationships between myth, ritual and ideology	1–4

Question 6 (b) (20 marks)

Outcomes assessed: H2, H4, H5, H10

MARKING GUIDELINES

Criteria	Marks
• Makes a judgement based on criteria for a range of impacts of power, gender and technology and how they shape views about the future of one belief system. The distinguishing characteristics of a belief system are evident throughout • Course concepts and language are used in an appropriate way to determine the value of the interrelationships between power, gender and technology on views about the future of one belief system. A range of appropriate issues may be used to support the answer using specific examples and/or case studies • Presents a sustained, logical and well-structured answer to the question that draws out the relationship between power, gender and technology and their impact on the belief system in the future	17–20
• Makes a judgement based on criteria for some impacts of power, gender and technology and how they shape views about the future on one belief system. Characteristics of a belief system are evident throughout • Course concepts and language are used in an appropriate way to relate power, gender and technology to views about the future of selected belief system. Some issues may be used to support the answer using specific examples and/or case studies • Presents a sustained, well-structured answer to the question that draws out some relationship between power, gender and technology and their impact on the belief system in the future	13–16
• Makes a judgement on how power, gender and technology may shape aspects of the future of one belief system. Characteristics of a belief system are included in the answer • Some course concepts are used to describe power, gender and technology and views about the future of selected belief system. Some issues may be described to support the answer using specific examples and/or case studies • Presents an organised answer that draws out some relationship between power, gender and a technology and their impact on the belief system in the future	9–12
• Outlines how aspects of power, gender and technology may shape views about the future of one belief system. A limited number of characteristics of a belief system are included in the answer • Some course concepts are used to describe power, gender and technology and the relationships to a selected belief system. May use some examples and/or case studies to support the answer • Identifies some relationship between power, gender and technology and the belief system in the future	5–8
• Mentions power, gender and technology with little or no attempt to consider the future of one belief system • A limited number of course concepts are used to mention views about the future of the belief system	1–4

Question 7 (a) (20 marks)

Outcomes assessed: H2, H4, H5, H10

MARKING GUIDELINES

Criteria	Marks
• Identifies a range of components associated with social class, ethnicity and prejudice and examines how these aspects affect power and authority in relation to one group in society. The distinguishing characteristics of power and authority relative to social class, ethnicity and prejudice are evident throughout • Course concepts and language are used in an appropriate way to identify the implications of power and authority on the complex relationship between social class, ethnicity and prejudice. The example chosen clearly illustrates the complex relationship • Presents a sustained and well-structured answer to the question that relates a range of implications for social class, ethnicity and prejudice in relation to power and authority within the one group in society	17–20
• Identifies some components associated with the issues related to social class, ethnicity and prejudice and how these affect the power and authority of one group in society. Characteristics of power and authority relative to social class, ethnicity and prejudice are evident throughout • Course concepts and language are used to identify some implications of power and authority on the relationship between social class, ethnicity and prejudice for one group in society • Presents a sustained and well-organised answer to the question that relates some implications of power and authority on the relationship between social class, ethnicity and prejudice in the example chosen	13–16
• Demonstrates an understanding of power and authority and their links to social class, ethnicity and prejudice with reference to one group in society. Characteristics of power and authority are evident throughout • Some course concepts are used in an appropriate way to identify some implications of power and authority on the relationship between social class, ethnicity and prejudice for one group in society • Presents an organised answer to the question that relates some implications for social class, ethnicity and prejudice in relation to power and authority	9–12
• Describes some aspects of social class, ethnicity and prejudice and shows that they relate to power and authority. A limited linkage between the concepts and the group in society is demonstrated • Some course concepts are used to describe or identify at least one relationship between social class, ethnicity and prejudice and power and authority. Makes limited links to one group in society • Identifies some understanding of the implications for social class, ethnicity, and prejudice to power and authority	5–8
• Mentions aspects of social class, ethnicity and prejudice and power and authority for one group in society. A general understanding of characteristics of power and authority is evident • Limited number of course concepts are used to mention some relationship between social class, ethnicity and prejudice. These relationships may be broad, limited to power and authority • Identifies a limited understanding of the implications for social class, ethnicity, and prejudice to power and authority	1–4

Question 7 (b) (20 marks)

Outcomes assessed: H2, H4, H5, H10

MARKING GUIDELINES

Criteria	Marks
• Makes a judgement based on criteria for a range of aspects of existing inequalities in human rights, identity and socio-economic status and how these influence the possible future of one society. The distinguishing characteristics of one society are evident throughout • Course concepts and language are used in an appropriate way to determine how existing inequality in human rights, identity and socio-economic status may influence the future of one society. The example chosen clearly illustrates the complex relationship • Presents a sustained logical and well-structured answer to the question that draws out implications of existing inequalities in human rights, identity and socio-economic status for the future of one society	17–20
• Makes a judgement based on criteria for some existing inequalities in human rights, identity and socio-economic status and how these influence the possible future of one society. Characteristics of one society are evident throughout • Course concepts and language are used in an appropriate way to relate existing inequalities in human rights, identity and socio-economic status to the future of one society. The example chosen illustrates some aspects of the relationship • Presents a sustained, well-structured answer to the question that draws out some implications of existing inequalities in human rights, identity and socio-economic status for the future of one society	13–16
• Makes a judgement how aspects of existing inequalities in human rights, identity and socio-economic status may shape the future of one society. Characteristics of one society are included in the answer • Some course concepts are used to identify the existing inequalities in human rights, identity and socio-economic status and the influence they have on the future of one society. The example chosen illustrates some aspects of the relationship • Presents an organised answer that draws out some of the implications of existing inequalities in human rights, identity and socio-economic status for the future of one society	9–12
• Outlines some aspects of existing inequalities in human rights, identity and socio-economic status and possibly their influence on the future of one society. Some characteristics of one society are included in the answer • Some course concepts are used to describe or identify existing inequalities in human rights/identity/socio-economic in one society. Makes limited links to the example	5–8
• Mentions aspects of existing inequalities in human rights, identity and socio-economic status for the future of one society • A limited number of course concepts are used to mention existing inequalities in human rights/identity/socio-economic status	1–4

Question 8 (a) (20 marks)

Outcomes assessed: H2, H4, H5, H10

MARKING GUIDELINES

Criteria	Marks
• Identifies a range of components associated with work, leisure and technology and clearly describes how changes in these impact on one society. The distinguishing characteristics of work, leisure and technology in one society are evident throughout • Course concepts and language are used in an appropriate way to relate the implications of changes in work, leisure and technology upon one society. A range of appropriate issues may be used to support the answer using specific examples • Presents a sustained, logical and well-structured answer to the question that relates a range of implications of changes in work, leisure and technology to one society	17–20
• Identifies some components associated with work, leisure and technology and describes how changes in these impact on one society. Characteristics of work, leisure and technology in one society are evident throughout • Course concepts and language are used to identify the implications of changes in work, leisure and technology upon one society. Some issues may be used to support the answer, using relevant examples • Presents a sustained, logical and well-organised answer to the question that relates some changes in work, leisure and technology to one society	13–16
• Identifies some changes in work, leisure and technology and how these may impact on a society. Some examples in one or more societies may be used • Some course concepts are used to identify the nature of change in work, leisure and technology and some relevant examples are included from one society. Work and/or leisure and/or technology may be treated in more depth than the others • Presents an organised answer to the question that describes some of the implications of changes in work, leisure and technology in one society	9–12
• Describes some changes in at least two of either work, leisure and technology with limited reference to the impact of these changes on one society using some examples from that society • Some course concepts are used to describe at least one impact of change in work, leisure and technology on one society • Presents a limited answer that identifies some components of work, leisure and technology in one society	5–8
• Mentions aspects of work, leisure and technology in one society • A limited number of course concepts are used to refer to at least one aspect of change in either work and/or leisure and/or technology • Limited use of examples of change in either work and/or leisure and/or technology	1–4

Question 8 (b) (20 marks)

Outcomes assessed: H2, H4, H5, H10

MARKING GUIDELINES

Criteria	Marks
• Makes a judgement based on criteria for a range of values, norms and aspects of identity that may influence the future patterns of work and leisure in one society. The distinguishing characteristics of values, norms and aspects of identity in relation to work and leisure are evident throughout • Course concepts and language are used in an appropriate way to determine the significance of values, norms and aspects of identity in influencing future patterns of work and leisure in one society. A range of issues, examples or specific scenarios are used to support the answer • Presents a sustained, logical and well-structured answer to the question that relates a range of values, norms and aspects of identity that may influence future patterns of work and leisure in one society	17–20
• Makes a judgement based on criteria for some aspects of values, norms and identity that may influence future patterns of work and leisure in one society. Characteristics of values, norms and identity and their influence on work and leisure are evident throughout • Course concepts and language are used in an appropriate way to determine the implications of values, identity and norms in influencing the future patterns of work and leisure in one society. Some specific issues, examples or specific scenarios are used to support the answer • Presents a sustained and well-organised answer to the question that relates some implications of values, identity and norms that may influence the future patterns of work and leisure in one society	13–16
• Makes a judgement of how values, identity and norms, may influence future patterns of work in one society. Some characteristics of values, norms and identity and their influence on work and leisure are included in the answer • Some course concepts are used to identify aspects of values, identity and norms that may influence future work and leisure patterns in one society. Some issues, examples or specific scenarios may be used to support the answer • Presents an organised answer that identifies some aspects of values, identity and norms that may influence future patterns of work and leisure patterns in one society	9–12
• Outlines how values, identity and norms may relate to future work patterns in one society. A limited description of the nature of values, identity and norms • Some course concepts are used link values, identity and norms with future and leisure patterns in work or society. Limited use of examples to support the answer • Identifies some future patterns of work and leisure	5–8
• Briefly describes the relationship between values, identity and norms and patterns of work and leisure in one society • A limited number of course concepts are used to describe future patterns of work and leisure • Draws limited examples of work and leisure from one or more societies	1–4