

**2002 HSC Notes from
the Marking Centre
Society and Culture**

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2002 HSC NOTES FROM THE MARKING CENTRE

SOCIETY AND CULTURE

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Society and Culture. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Society and Culture.

General Comments

In 2002, approximately 3,300 candidates attempted the Society and Culture examination. Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

Core: Personal Interest Project

General Comments

In 2002, approximately 3,294 candidates presented a Personal Interest Project for the Society and Culture examination. The range of projects submitted represented a wide diversity of topics, as well as a wide range in levels of achievement. Outstanding projects were an inspiration to read and clearly achieved a depth of knowledge in the chosen topic, as well as clearly demonstrating Social and Cultural Literacy. These projects clearly aligned with syllabus requirements for the project and were effective in their integration of course concepts and methodologies. However, many candidates were not able to fulfil all the requirements of the project. More specific advice is given below to assist candidates on particular aspects of their submissions.

Candidates' choice of topic

Of concern were candidates who selected large and unfocused topics, which were often too broad to be effectively achieved within the scope of their research or within the word limit of the project. Topics need to be drawn from definite areas of the syllabus. It was evident that some topics in themselves presented a challenge to creating clear links to the central themes and concepts of the course. For example, if a candidate selects a topic that is linked to a popular culture, then there should be clear links which demonstrate the candidate's understanding of that section of the

syllabus. There were also instances of candidates selecting very personal issues on which to base their research, yet they were challenged to sufficiently relate these to course concepts. Personal experience is certainly appropriate to the project, but ideally it should be balanced with public knowledge sources.

Topics do not need to be original, to the extent that that topic has never been attempted before. The originality genuinely comes, not from the topic as such, but from the methodologies and strategies the candidate utilises to develop their understandings. However, candidates must ensure their topic does not cross boundaries of ethical research. Topics which are grossly offensive may prejudice the work in the context of their impact on the candidate, the school or the wider community, and such works even run the risk of being considered a non-serious attempt (see page 18 of the syllabus).

The Log

Many candidates presented logs in a diary style. Whilst this in itself is not incorrect, it is important to realise that the syllabus (see page 46) requires that the log be based on a candidate's diary, so it need not necessarily be written as a diary. Whether in prose style or point form the Log must be a summary of the sequential development of the final product, so it needs to be more than just a list of events and occurrences. Considering why and how the research took the structure it did would be appropriate, as is some discussion of the key goals or the hypothesis of the research. The log is an ideal place to apply personal reflection, although this research technique is also appropriate to other sections of the project.

The Log is a significant component of the project and it serves to inform the reader of how the candidate has engaged with the overall process of their research and completion of the project. The Log should appear prior to the Central Material.

Presentation and structure

There are several important aspects of how the project must be presented: projects are to be double spaced; the candidate's names or the name of their school must never appear in the project; and graphs, tables, photographs and diagrams need to be labeled and discussed. Further, the treatment of aspects of the project such as the cross cultural component, concepts and methodologies should not be located in separated sections. These need to be integrated into overall text and discussion in the project.

Another significant issue is that many candidates do not sufficiently integrate their ideas. A common failing was that candidates made no clear links between chapters, or sometimes even between paragraphs. The ideas and concepts that should be the essential message of a project need to develop and flow in a logical and sustained manner. Candidates must aim to effectively achieve HSC Outcome (H10): communicates information, ideas and issues using appropriate written and graphic forms.

Candidates who rely on 'slabbing', even when acknowledged, bring the credibility of their project into question. The ethics of research and the issue of plagiarism are a strong consideration in assessing each project. When candidates discuss the ideas of others, they must try to synthesise these ideas into their own discussions. It is vital to acknowledge the works of others by using referencing (for example, by using the Harvard system). Referencing is still not being applied by the majority of candidates. Also the annotations for each item in the Resource List need to demonstrate a genuine analysis of the usefulness of this source.

Too many candidates presented a project that was significantly over length. The word count is clearly specified, and candidates are disadvantaging themselves if they are over the word limit. This also applies to the use of appendices. The syllabus makes no allowance for the use of appendices. Any information deemed significant to the project should generally be located in the Central Material. This even includes a blank copy of a questionnaire. Including such information in the Central Material generates greater potential for it to be more effectively integrated. Markers are under no obligation to read appendices, particularly the overly lengthy versions that were often submitted in 2002.

Methodology

A separate chapter for each methodology used is not an ideal model. Best practice is to integrate the methodologies used across the Central Material. Also, too few candidates make meaningful judgments about the methodologies they have used. It is vitally important to discuss the appropriateness, validity and even the biases, which may have occurred in the application of each methodology. Other considerations include: too many candidates did not interpret and analyse the data that they collected from primary and secondary sources; and there was uncritical reliance upon Internet sources by many candidates.

Regarding particular methodologies there was a range of candidates who misinterpreted content analysis and ethnography. Also, personal reflection was a very popular aspect of many projects, but candidates need to be aware that they are assessed on their application of a variety of methodologies and that it is not advisable to overly rely on personal reflection. It is also advisable not to attempt too many methodologies. Candidates should select an optimum number and deal with these effectively.

Written Examination

Section I

General Comments

Candidates need to be aware that the answer space allocated is a guide to the length of the required response. Questions 2 and 4 required candidates to identify the country studied in the HSC Core. Some candidates did not identify a specific country, and this jeopardized their responses. The syllabus clearly states a country must be the focus of study. Cultural or 'tribal' groups, islands that are not a nation in themselves or distinct religious groups clearly do not qualify as a country. Other sections of the syllabus allow for the study of social and cultural groups. However, the HSC Core requires a country-based approach to effectively deal with issues such as education, laws and government. Responses must draw on a clearly recognized country. It was also apparent that centres where candidates had undertaken the study of a variety of countries, possibly as an individual research task, often struggled to achieve the depth of knowledge required for a meaningful response.

Question 1

The majority of candidates responded effectively to this question. Micro world was sufficiently explained by statements that focused on small social groups, for example the family. Macro world

was sufficiently explained by statements that focused on the broader society and institutions, for example government or religion. However, (c) required candidates to link their understandings of either the micro or the macro worlds, to their own personal experience of continuity and change. Effective examples were drawn from the changing nature of gender roles, family, work, and leisure. It was the quality of these examples that proved the discriminator in part (c).

Question 2

Although no marks were allocated to naming the country and feature of continuity and change in the box provided, it was integral to an effective answer that this was done clearly and thoughtfully. Candidates should clearly identify one of the features specified in the syllabus (see page 32) to allow them to deliver sufficient evidence and detail to their answer. Better responses drew on examples such as education, beliefs, gender roles, government, and family. However, these needed to be effectively applied to both power and authority and continuity and change. This was a challenging aspect of the question, and the capacity of candidates to deal with this range of elements was an effective discriminator in itself. Poorer responses tended to deal with only some of these.

Question 3

Better responses in (a) were able to deliver a clear distinction between observation and participant observation. Such responses distinguished between active and passive observation and were able to clearly link the methodology to how data was collected. Better responses in (b) clearly identified the effectiveness of participant observation and the specifics of how a teenage group might be effectively studied. These responses made clear statements about issues of research ethics, bias and confidentiality in applying such a methodology. Poorer responses tended to lose focus and digress from the question by discussing other methodologies.

Question 4

This was a specific question that challenged candidates to apply their knowledge of a specific concept: 'globalisation' to their knowledge of the HSC core as a whole. The better responses demonstrated a clear understanding of the complexities of globalisation. These answers identified that globalisation had positive and negative effects, but that this represented more than a recent trend in industrialisation, modernisation or westernisation. Poorer answers tended to be dealing with industrialisation, modernisation or westernisation only, and did not have a solid grasp of globalisation.

Although this question was challenging, it did enable candidates to demonstrate their understanding of their country of study in a contemporary and future context. Better responses in (a) effectively described the emergence of a global culture. Better responses in (b) delivered a clear understanding of values, be they moral, religious, cultural, social or political and how globalisation can challenge attitudes and behaviours associated with these values in a specific country.

Better responses in (c) made clear statements on existing trends in globalisation applied to a specified country that linked to future possibilities based on available information and current trends. These responses linked probable and possible futures and their likely impact on individuals in that country.

Section II

Depth Studies

General Comments

Across Questions 5-8 there was a distinct disparity between the number of candidates who chose to respond to the options in each question. The (a) option was strongly favoured over the (b) option, although in Question 6 this disparity was less pronounced. The expectation of needing to deal with 'research methods' seemed to be a significant hurdle for candidates considering this option. This question drew on the 'Candidates learn to:' sections of the syllabus. It is vital that teaching and learning covers all sections of the syllabus thoroughly. The results for candidates who responded to the (b) option were generally polarized, either doing well by giving a meaningful response to a challenging question, or struggling to come to terms with the research methodology component at all.

Question 5 Popular Culture

The better responses in (a) demonstrated a clear understanding of the concepts of technology, consumption and influence and how these elements impacted upon development of a particular popular culture from a local to national and global levels. Typically, these responses also evaluated the effects of these impacts by featuring both positive and negative effects. Better responses also identified that technology and consumption were often linked to change, while influence affected continuity. Weaker responses did not apply the keyword 'evaluate'. They simply described some of the characteristics of popular culture, often focusing upon technology or consumption in a superficial manner. Their examples did not reflect a clear understanding of the concepts in the question.

Very few candidates attempted (b).

Question 6 Belief Systems

The better responses to (a) incorporated examples of technology, worldviews and customs and made a clear connection to both religious and non-religious belief systems. Typically, these responses also evaluated the effects of these by featuring both positive and negative effects. Better responses also identified that technology is often linked to change, while customs affected continuity. The weaker responses to (a) had difficulty in covering both religious and non-religious belief systems, often ignoring one altogether. They often just described technology and/or customs with little evaluation of worldviews. Their examples did not reflect a clear understanding of the concepts in the question. Weaker responses did not apply the keyword 'evaluate'.

The better responses to (b) identified the components of one belief system and effectively analysed the impact of this system on the wider society at both a national and global level. Better responses reflected on global influences on and of this belief system and integrated the research methods studied to support their answer. Weaker responses merely described the belief system selected and generalized about its impact on society. These responses also typically added on a description of a research methodology without relating it to the study of a belief system.

Question 7 Equality and Difference

The better responses to (a) incorporated examples of technology, discrimination and socio-economic status and made a clear connection to socially valued resources. Typically, these responses also evaluated the effects of these by featuring both positive and negative effects. Better responses also identified that technology is often linked to change, while socio-economic status affected continuity. The weaker responses to (a) had difficulty in dealing with socially valued resources, often ignoring this altogether. These candidates had difficulty evaluating the concepts in the question, often just describing them. Their examples did not reflect a clear understanding of the concepts in the question. Weaker candidates did not apply the keyword 'evaluate'.

The better responses to (b) identified a clear understanding of conflict and cooperation and effectively analysed the impact of these on a specific society. Better candidates reflected on the research methods studied to support their answer. Weaker responses merely described the society selected and generalized about the nature of difference. These responses also typically added on a description of a research methodology without relating it to the study of equality and difference.

Question 8 Work and Leisure

The better responses to (a) incorporated examples of technology, class and gender and made a clear connection to the interrelationship of work and leisure. Typically, these responses also evaluated the effects of these by featuring both positive and negative effects. Better responses also identified that technology and gender are often linked to change, while class affected continuity. The weaker responses to (a) often ignored the interrelationship aspect of the question, often describing the concepts rather than evaluating. Their examples did not reflect a clear understanding of the concepts in the question. Weaker responses did not apply the keyword 'evaluate'.

Very few candidates attempted (b).

Society and Culture

2002 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Key Concept: Micro World	H3, H7
1 (b)	1	Key Concept: Macro World	H3, H7
1 (c)	4	Key Concept: Continuity And Change	H3, H7
2	6	Impact Of Power And Authority In Selected Country	H5
3 (a)	2	Specific Methodology	H6
3 (b)	4	Assessment Of Methodology In A Context	H6
4 (a)	3	Key Concept: Globalisation In Selected Country	H3, H7
4 (b)	3	Key Concept: Values In Selected Country	H3, H7
4 (c)	6	Key Concept: Futures	H1, H4, H10
5 (a) or (b)	20	Popular Culture	H2, H5, H10
6 (a) or (b)	20	Belief Systems	H2, H5, H10
7 (a) or (b)	20	Equity And Difference	H2, H5, H10
8 (a) or (b)	20	Work And Leisure	H2, H5, H10

2002 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change Part A

Question 1 (a)

Outcomes assessed H3, H7

MARKING GUIDELINES

Criteria	Marks
• States the essential qualities of micro world	1

Question 1 (b)

Outcomes assessed: H3, H7

MARKING GUIDELINES

Criteria	Marks
• States the essential qualities of macro world	1

Question 1 (c)

Outcomes assessed: H3, H7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Correctly identifies examples from their macro/micro world • Clearly provides characteristics and features of their experience that shows thorough understanding of continuity and change in their macro/micro world 	4
<ul style="list-style-type: none"> • Correctly identifies examples from their macro/micro world • Provides characteristics and features of their experience that shows understanding of continuity and change in their macro/micro world 	3
<ul style="list-style-type: none"> • Identifies some examples from their macro/micro world • Mentions aspects of their experience that may show some understanding of continuity change in their macro/micro world 	2
<ul style="list-style-type: none"> • Mentions their experience of continuity and for change 	1

Question 2

Outcomes assessed: H5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a judgement using appropriate criteria to clearly demonstrate how power and authority impact on the chosen feature in terms of continuity and change in the country studied 	5–6
<ul style="list-style-type: none"> • Makes a judgement using some criteria, implicit or explicit, to demonstrate some understanding of how power and authority impact on the chosen feature in terms of continuity and change in the country studied 	3–4
<ul style="list-style-type: none"> • May mention how power and authority may impact on the chosen feature or on continuity and change in the country studied 	1–2

Question 3 (a)

Outcomes assessed: H6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Recognises the differences between observation and participant-observation in terms of the type of, or the way that data is collected 	2
<ul style="list-style-type: none"> • Notes some features of either observation or participant-observation 	1

Question 3 (b)*Outcomes assessed: H6***MARKING GUIDELINES**

Criteria	Marks
• Makes a judgement for and against the use of participant-observation as a research tool with a range of reasons in this context	4
• Makes a judgement for and/or against the use of participant-observation as a research tool with some reasons in this context	3
• Supports an argument for or against the use of participant-observation as a research tool with a reason in this context	2
• Mentions participant-observation in this context	1

Section I (continued)
Part B**Question 4 (a)***Outcomes assessed: H3, H7***MARKING GUIDELINES**

Criteria	Marks
• Provides characteristics of globalisation in support of the statement	3
• States meaning of globalisation AND identifies some essential qualities	2
• States meaning of globalisation OR identifies some essential qualities	1

Question 4 (b)*Outcomes assessed: H3, H7***MARKING GUIDELINES**

Criteria	Marks
• Makes clear the effect of globalisation on values in the country	3
• Mentions some effects of globalisation on values AND mentions values of the country	2
• Mentions some effect of globalisation on values OR mentions the values of the country	1

Question 4 (c)*Outcomes assessed: H1, H4, H10***MARKING GUIDELINES**

Criteria	Marks
• Clearly explains existing trends of globalisation in that country • Realistically proposes the future impact of globalisation on individual persons in that country	5–6
• Describes trends of globalisation in that country • Describes the future impact of globalisation on individual persons in that country	3–4
• Makes some reference to globalisation in that country OR its impact on individual persons OR • Makes an attempt at future impact of globalisation not based on current trends	1–2

Section II — Depth Studies

Question 5 (a)

Outcomes assessed: H2, H5, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a judgement based on appropriate criteria for a range of aspects of technology, consumption and influence that may affect the development of popular culture. Distinguishing characteristics of popular culture are evident throughout • Course concepts and language are used in an appropriate way to draw out the relative impact of technology, consumption and influence on the developments of popular culture from a local to a national to a global level. 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 clearly illustrates a range of effects on the development of popular culture from the local to global level 	17–20
<ul style="list-style-type: none"> • Makes a judgement based on some criteria for some aspects of technology, consumption and influence that may affect the development of popular culture. Characteristics of popular culture are evident throughout • Course concepts and language are used in an appropriate way to make evident the impact of technology, consumption and influence on the development of popular culture from a local to a national to a global level. Some issues may be used to support the answer, using examples • Presents a sustained, well-organised answer to the question that relates some effects on the development of popular culture from the local to global level 	13–16
<ul style="list-style-type: none"> • Examines how technology, and/or consumption, and/or influence may affect the development of popular culture. Characteristics of popular culture are included in the answer • Some course concepts are used to identify the development of popular culture from a local to a national or global level. Some issues may be described to support the answer, using examples • Presents an organised answer to the question that identifies some effects on the development of popular culture from the local level to a national or global level 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of technology, and/or consumption, and/or influence may affect the development of popular culture. A limited number of characteristics of popular culture are included in the answer • Some course concepts are used to describe at least one aspect of the development of popular culture. May use some examples to support the answer • Identifies some developments of popular culture at some level 	5–8

Criteria	Marks
<ul style="list-style-type: none">• Mentions aspects of technology, and/or consumption, and/or influence that may affect the development of popular culture• A limited number of course concepts are used to describe popular culture• Briefly mentions some aspects of popular culture	1–4

Question 5 (b)

Outcomes assessed: H2, H5, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies a detailed range of stakeholders in control of one popular culture. The distinguishing characteristics of the one popular culture are evident throughout • Course concepts and language are used in an appropriate way to draw out the implications and the complex relationships between the numerous stakeholders in control of one popular culture. A range of appropriate issues may be used to support the answer, using a range of relevant examples of one popular culture • Presents a sustained, logical and well-structured answer that provides valid points for and against their own research methods into the focus study 	17–20
<ul style="list-style-type: none"> • Identifies a range of stakeholders in control of the focus study. Characteristics of one popular culture are evident throughout • Course concepts and language are used to make evident the relationship between stakeholders in control of one popular culture. Relevant issues may be used to support the answer, using relevant examples of one popular culture • Presents a sustained and well-organised answer that provides some valid points for and against their own research methods into the focus study 	13–16
<ul style="list-style-type: none"> • Identifies some stakeholders in control of one popular culture. Characteristics of the one popular culture are included in the answer • Some course concepts are used to identify some relationship between stakeholders in control of one popular culture. Some issues may be used to support the answer using examples of one popular culture • Presents an organised answer that provides some description of their own research methods into the focus study 	9–12
<ul style="list-style-type: none"> • Identifies at least one stakeholder in control of one popular culture. A limited number of characteristics of one popular culture are included in the answer • Some course concepts are used. May use some examples of one popular culture • Mentions their research into the focus study 	5–8
<ul style="list-style-type: none"> • Mentions the concept of stakeholders in control of one popular culture or a general understanding of characteristics of one popular culture. • Limited course concepts are used. • Briefly mentions some research methodology 	1–4

Question 6 (a)

Outcomes assessed: H2, H5, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a judgement based on appropriate criteria for a range of aspects of technology, customs and worldviews that affect religious and non-religious belief systems. Distinguishing characteristics of belief systems are evident throughout • Course concepts and language are used in an appropriate way to draw out the relative impact of technology, customs and worldviews on religious and non-religious belief systems. 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 clearly illustrates a range of effects on religious and non-religious belief systems 	17–20
<ul style="list-style-type: none"> • Makes a judgement based on some criteria for some aspects of technology, customs and worldviews that affect religious and non-religious belief systems. Characteristics of belief systems are evident throughout • Course concepts and language are used in an appropriate way to make evident the impact of technology, customs and worldviews on religious and non-religious belief systems. Some issues may be used to support the answer, using examples • Presents a sustained, well-organised answer to the question that relates some effects on religious and non-religious belief systems 	13–16
<ul style="list-style-type: none"> • Examines how technology, and/or customs, and/or worldviews may affect religious and/or non-religious belief systems. Characteristics of the belief systems are included in the answer • Some course concepts are used to identify the effects of technology, and/or customs, and/or worldviews on religious and non-religious belief systems. Some issues may be described to support the answer, using examples • Presents an organised answer to the question that identifies some effects on religious and non-religious belief systems 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of technology, and/or customs, and/or worldviews may affect belief systems. A limited number of characteristics of belief systems are included in the answer • Some course concepts are used to describe at least one aspect of belief systems. May use some examples to support the answer • Identifies some aspects of belief systems 	5–8
<ul style="list-style-type: none"> • Mentions aspects of technology, and/or customs, and/or worldviews that may affect belief systems • A limited number of course concepts are used to describe belief systems • Briefly mentions some aspects of belief systems 	1–4

Question 6 (b)

Outcomes assessed: H2, H5, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies a detailed range of impacts on the wider society at the national and global level of one belief system. The distinguishing characteristics of the one belief system are evident throughout • Course concepts and language are used in an appropriate way to draw out the implications and the complex relationships between the belief system and the wider society at the national and global level. A range of appropriate issues may be used to support the answer, using a range of relevant examples of the one belief system • Presents a sustained, logical and well-structured answer that provides valid points for and against their own research methods into the focus study 	17–20
<ul style="list-style-type: none"> • Identifies a range of impacts on the wider society at the national and global level of one belief system. Characteristics of the one belief system are evident throughout • Course concepts and language are used to make evident the relationship between the belief system and the wider society at the national and global level. Relevant issues may be used to support the answer, using relevant examples of the one belief system • Presents a sustained and well-organised answer that provides some valid points for and against their own research methods into the focus study 	13–16
<ul style="list-style-type: none"> • Identifies some impacts on the wider society at the national and/or global level of one belief system. Characteristics of the one belief system are included in the answer • Some course concepts are used to identify some relationship between the belief system and the wider society at the national and/or global level. Some issues may be used to support the answer using examples of the one belief system • Presents an organised answer that provides some description of their own research methods into the focus study 	9–12
<ul style="list-style-type: none"> • Identifies at least one impact on the wider society of one belief system. A limited number of characteristics of one belief system are included in the answer • Some course concepts are used. May use some examples of one belief system • Mentions their research into the focus study 	5–8
<ul style="list-style-type: none"> • Mentions some characteristics of one belief system or the impact of one belief system in the wider society • Limited course concepts are used • Briefly mentions some research methodology 	1–4

Question 7 (a)

Outcomes assessed: H2, H5, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a judgement based on appropriate criteria for a range of aspects of technology, discrimination and socioeconomic status that may affect access to socially valued resources. Distinguishing characteristics of equality and difference are evident throughout • Course concepts and language are used in an appropriate way to draw out the relative impact of technology, discrimination and socioeconomic status. 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 clearly illustrates a range of effects on equality and difference 	17–20
<ul style="list-style-type: none"> • Makes a judgement based on some criteria for some aspects of technology, discrimination and socioeconomic status that affect access to socially valued resources. Characteristics of equality and difference are evident throughout • Course concepts and language are used in an appropriate way to make evident the impact of technology, discrimination and socioeconomic status on access to socially valued resources. Some issues may be used to support the answer, using examples • Presents a sustained, well-organised answer to the question that relates some effects on equality and difference 	13–16
<ul style="list-style-type: none"> • Examines how technology and/or discrimination and/or socioeconomic status affect access to socially valued resources. Characteristics of equality and difference are included in the answer • Some course concepts are used to identify the effects of technology, and/or discrimination, and/or socioeconomic status on access to resources. Some issues may be described to support the answer, using examples • Presents an organised answer to the question that identifies some effects on equality and difference 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of technology, and/or discrimination, and/or socioeconomic status may affect access to resources. A limited number of characteristics of equality and difference are included in the answer • Some course concepts are used to describe at least one aspect of equality and difference. May use some examples to support the answer • Identifies some aspects of equality and difference 	5–8
<ul style="list-style-type: none"> • Mentions aspects of technology, and/or discrimination, and/or socioeconomic status that may affect access to resources • A limited number of course concepts are used to describe equality and difference • Briefly mentions some aspects of equality and difference 	1–4

Question 7 (b)

Outcomes assessed: H2, H5, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies a detailed range of impacts of the nature of difference on conflict and cooperation. The distinguishing characteristics of the one society are evident throughout • Course concepts and language are used in an appropriate way to draw out the implications and complex relationships between the nature of difference and conflict and cooperation. A range of appropriate issues may be used to support the answer, using a range of relevant examples in the one society • Presents a sustained, logical and well-structured answer that provides valid points for and against their own research methods into the nature of difference on the focus study 	17–20
<ul style="list-style-type: none"> • Identifies a range of impacts of the nature of difference on conflict and cooperation. Characteristics of equality and difference in the one society are evident throughout • Course concepts and language are used to make evident the relationship between the nature of difference and conflict and cooperation. Relevant issues may be used to support the answer, using relevant examples in the one society • Presents a sustained and well-organised answer that provides some valid points for and against their own research methods into the focus study 	13–16
<ul style="list-style-type: none"> • Identifies some impacts of the nature of difference on conflict and/or cooperation. Characteristics of the one society are included in the answer • Some course concepts are used to identify some relationship between conflict and/or cooperation. Some issues may be used to support the answer using examples of the one society • Presents an organised answer that provides some description of their own research methods into the focus study 	9–12
<ul style="list-style-type: none"> • Identifies at least one impact of the nature of difference on conflict and/or cooperation. A limited number of characteristics of the one society are included in the answer • Some course concepts are used. May use some examples from the one society • Mentions their research into the focus study 	5–8
<ul style="list-style-type: none"> • Mentions some characteristics of equality and difference in society • Limited course concepts are used • Briefly mentions some research methodology 	1–4

Question 8 (a)
Outcomes assessed: H2, H5, H10
MARKING GUIDELINES

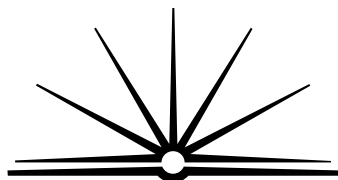
Criteria	Marks
<ul style="list-style-type: none"> • Makes a judgement based on appropriate criteria for a range of aspects of technology, class and gender that may affect the interrelationship of work and leisure. Distinguishing characteristics of work and leisure are evident throughout • Course concepts and language are used in an appropriate way to draw out the relative impact of technology, class and gender on work and leisure. 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 clearly illustrates a range of effects on work and leisure 	17–20
<ul style="list-style-type: none"> • Makes a judgement based on some criteria for some aspects of technology, class and gender that may affect the interrelationship of work and leisure. Characteristics of work and leisure are evident throughout • Course concepts and language are used in an appropriate way to make evident the impact of technology, class and gender on work and leisure. Some issues may be used to support the answer, using examples • Presents a sustained, well-organised answer to the question that relates some effects on work and leisure 	13–16
<ul style="list-style-type: none"> • Examines how technology, and/or class, and/or gender may affect the interrelationship of work and leisure. Characteristics of work and leisure are included in the answer • Some course concepts are used to identify the effects of technology, and/or class, and/or gender. Some issues may be described to support the answer, using examples • Presents an organised answer to the question that identifies some effects on work and leisure 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of technology, and/or class, and/or gender may affect some aspect of work and leisure. A limited number of characteristics of work and leisure are included in the answer • Some course concepts are used to describe at least one aspect work and leisure. May use some examples to support the answer • Identifies some aspects of work and leisure 	5–8
<ul style="list-style-type: none"> • Mentions aspects of technology, and/or class, and/or gender that may affect work and leisure • A limited number of course concepts are used to describe work and leisure • Briefly mentions some aspects of work and leisure 	1–4

Question 8 (b)

Outcomes assessed: H2, H5, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies a detailed range of impacts of work and leisure on social and cultural groups in the one society. The distinguishing characteristics of the one society are evident throughout • Course concepts and language are used in an appropriate way to draw out the implications and complex relationships between work and leisure on social and cultural groups. A range of appropriate issues may be used to support the answer, using a range of relevant examples in the one society • Presents a sustained, logical and well-structured answer that provides valid points for and against their own research methods into the focus study 	17–20
<ul style="list-style-type: none"> • Identifies a range of impacts of work and leisure on social and cultural groups in the one society. Characteristics of the one society are evident throughout • Course concepts and language are used to make evident the relationship between work, leisure and social and cultural groups. Relevant issues may be used to support the answer, using relevant examples in the one society • Presents a sustained and well-organised answer that provides some valid points for and against their own research methods into the focus study 	13–16
<ul style="list-style-type: none"> • Identifies some impacts of work and leisure on social and cultural groups in the one society. Characteristics of the one society are included in the answer • Some course concepts are used to identify some relationship between work and leisure. Some issues may be used to support the answer using examples of the one society • Presents an organised answer that provides some description of their own research methods into the focus study 	9–12
<ul style="list-style-type: none"> • Identifies at least one impact of work and/or leisure on social and/or cultural groups in the one society. A limited number of characteristics of the one society are included in the answer • Some course concepts are used. May use some examples from the one society • Mentions their research into the focus study 	5–8
<ul style="list-style-type: none"> • Mentions some characteristics of work and/or leisure in society • Limited course concepts are used • Briefly mentions some research methodology 	1–4



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Society and Culture Marking Guidelines — Personal Interest Project

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
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the interactions between persons, societies, cultures and environments over time to demonstrate 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• Demonstrates a thorough synthesis of accurate and relevant ideas, issues and information relating personal experience and public knowledge and draws from a number of perspectives and resources to analyse relationships between social and cultural groups• Effectively uses, applies and integrates 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

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the interactions between persons, societies, cultures and environments over time to demonstrate 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 • Demonstrates elements of synthesis of ideas, issues and information relating personal experience and public knowledge and draws from a number of perspectives and resources to analyse 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
<ul style="list-style-type: none"> • Identifies a variety of interactions between persons, societies, cultures and environments over time to demonstrate 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 • Demonstrates ideas, issues and/or information relating some personal and/or public knowledge and drawn from more than one perspective and resource 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
<ul style="list-style-type: none"> • Identifies some interactions between persons, societies, cultures and/or environments over time • Uses at least one social and cultural research methodology and makes some judgements on the usefulness, validity and/or bias of information that may have contributed to the project • Demonstrates 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
<ul style="list-style-type: none"> • Identifies at least one interaction between persons, societies, cultures and environments • Uses at least one social and cultural research methodology • States an idea, issue and/or gives some information which relates to personal and/or public knowledge • 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