

**2003 HSC Notes from
the Marking Centre
Society and Culture**

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Contents

Core: Personal Interest Project	5
Written Examination	7
Section I – Social and Cultural Continuity and Change	7
Section II – Depth Studies	9

2003 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 2003 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature across the examination. It is essential for this document to be read in conjunction with the relevant syllabus, the 2003 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 2003, 3273 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

The range of projects submitted presented 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. The influence of the 2002 Standards Package, with exemplar samples, was evident in the improving standards of the projects. Many candidates were obviously familiar with the Personal Interest Project Marking Guidelines (available on the BOS website) and were systematic in addressing these in their submissions. However, there were areas where candidates were not able to fulfil all the requirements of the project and specific advice is given below to assist candidates on particular aspects of their submissions.

Specific Comments on candidates' choice of topic

Better projects focused on topics which related to the micro world of the candidate. However, there were still many candidates who selected large and unfocused topics. Typically these were too broad to be effectively achieved within the scope of student research or within the word limit of the project. Topics need to be drawn from definite areas of the syllabus, which allow clear links to the studies and concepts of the course. For example, if a candidate selects a topic which 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 syllabus content and course concepts. Personal experience is certainly appropriate to the project, but ideally it should be balanced with substantial public knowledge sources.

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

Specific Comments on the Log

The syllabus (see page 46) requires that the Log be based on a student's diary, but the actual Log submitted does not necessarily need to be written as a diary. The Log must be a summary of the sequential development of the final project, so it needs to be more than a list of events and occurrences. It is appropriate to consider why and how the research took the structure it did. It is also appropriate to include some discussion on the achievement of key goals 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 marker of how the candidate has engaged with the overall process of their research and completion of the project. However, the Log is frequently one of the weaker aspects of many projects. It is generally the first aspect of the project that a marker will read, so it should not be a rushed afterthought. The Log must be no longer than 500 words. The Log should also appear prior to the Central Material, and is typically located before the Introduction.

Specific Comments on Presentation and Structure

There are several important aspects to how the project must be presented. Projects are to be double-spaced, the candidate's name 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 should be integrated into the overall text and discussion of the project. Some candidates have presented projects with a specific fundamental course concepts section, often utilising the Fundamental Concepts Diagram, which was neither in the Introduction nor in the Central Material. Discussion of the fundamental concepts does need to appear in the project, but these should be integrated into the discussion, not presented as a separate section.

Another significant issue is that many candidates do not sufficiently integrate their ideas. A common problem in 2003 was that candidates made no clear links between chapters. 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 should 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 strong considerations in assessing each project. This is particularly evident with the increased use of the Internet as a research tool. When candidates discuss the ideas of others, they should 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 each source.

Too many candidates presented projects that were significantly over-length. The word count is clearly specified, and candidates are disadvantaging themselves if their projects 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, for example, a blank copy of a questionnaire, should generally be located within the Central Material. By including such information in the Central Material there is greater potential for it to be more effectively integrated.

Specific Comments on Methodology

Best practice is to integrate the methodologies used across the Central Material. A separate chapter for each methodology used is not an ideal model. 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. Better projects demonstrated an understanding of the limitations of particular research methodologies.

In relation to particular methodologies, there was a range of candidates who confused content analysis and secondary research. These are distinct methodologies and need to be identified and applied correctly. Many candidates used the methodology of questionnaire, but did not effectively apply it as they did not analyse the results or evaluate their use of this method of gathering data. Personal reflection was a very popular aspect of many projects; however, 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. Personal reflection should not be interpreted as an opportunity to indulge in a ‘personal soapbox’. It is advisable not to attempt too many methodologies. Candidates should select an optimum number and deal with these effectively.

Written Examination

Section I – Social and Cultural Continuity and Change

General Comments

Most candidates were able to effectively attempt all parts of Questions 1-3. In fact, most candidates could effectively access definitions and very few candidates misinterpreted these questions. Generally, conceptual and methodological knowledge and understandings were good. Candidates need to be aware that the answer space allocated is a guide to the length of the required response, and that to dedicate more space and time to these questions is not an efficient use of the available time.

Question 1

Candidates were generally able to effectively state the essential qualities of primary and secondary research. This required candidates to identify primary research as a process which collected information from an original source which was the researcher’s own work, for example a questionnaire. Secondary research was effectively defined as a process drawing on information provided by another researcher or from other sources, for example, textbooks, films or the Internet.

In part (c) candidates generally effectively discussed their choice of either primary or secondary research, although a significant number of candidates did not relate this to the family in a meaningful way. Those candidates who effectively did relate their knowledge of research to the family typically chose to link primary research to their own family and their personal experience, citing ease of access to information as a significant benefit. For secondary research, effective responses included sources such as statistical analysis, feature articles in newspapers, or studies on the family from other countries, which provide the researcher with broader perspectives on issues related to the family.

Question 2

Better responses in part (a) were able to note the differences between personal experience, that is, interaction where there is immediate contact, such as with peers, family and school, and public knowledge, that is, where there is no such direct connection, such as the media and the law. Better responses also referred to the micro world and the macro world with appropriate examples. Weaker responses tended to simply rephrase the question.

Better responses in part (b) demonstrated a clear understanding of technology and reflected on how technology had influenced an aspect of the candidates' lives. For example, in their education, by reflecting on the impact of the Internet, e-mail, access to film and video; in medicine, by reflecting on the impact of vaccines, CAT scans; in the workplace, by reflecting on the impact of computerisation. Weaker responses merely identified changes to technology rather than the influence of technology on personal experience.

Question 3

Better responses in part (a) clearly stated that modernisation was a process of social change through the diffusion and adoption of characteristics of expansive and apparently more technologically advanced societies. Weaker responses did not recognise modernisation as a process of social change.

Better responses in part (b) drew on a range of arguments for and against the inevitability of modernisation, with the application of linking concepts, such as secularisation, industrialisation, westernisation, democratisation, bureaucratisation, urbanisation or globalisation. Typically these were also applied to examples from a selected country. Weaker responses tended to confuse links between modernisation and concepts like industrialisation or westernisation. Such responses also tended to revolve around simplified arguments that 'modernisation is about technology and that all such changes are good'.

Question 4

This question was clearly challenging to many candidates, as many struggled to identify an appropriate theory of social change, let alone make a judgement about how a theory can assist in understanding social change. Better responses in part (a) clearly chose an appropriate theory and could provide the main features of this theory. Many candidates utilised Conflict Theory and Evolutionary Theory effectively. Weaker responses chose theories from the Preliminary course, such as Maslow, Erikson, or Piaget, which had no application to the question. Some candidates confused theories or linked theorists and theories incorrectly.

Applying the theory to change within the selected country was also difficult for many candidates. For example, whilst Conflict Theory was a popular choice, many candidates seem to think that this theory only encompassed war. Candidates needed to identify that conflict is common in all societies and society is subject to change at any time. Better responses to 4 (b) demonstrated an understanding that theory is a hypothetical construction that helps explain change that has happened in the past and can also be used to predict future change. These responses made a judgement about the value of applying this theory to explain change in the selected country.

Weaker responses tended to be historical overviews of events and did not effectively link theory to specific aspects of social change or attempt to make a judgement about using this theory to understand change. Each element of the chosen theory needed to be addressed with examples of relevant social change highlighted.

Section II – Depth Studies

Question 5: Popular Culture

In general, the selection of a popular culture is crucial to success in this Depth Study. A significant concern across both 5 (a) and 5 (b) was that some candidates presented a case study of a business, such as a soft drink corporation or fast food franchise, rather than demonstrating an understanding of popular culture. Other examples of ineffective case studies were those that focused on a particular toy or cosmetic. Such studies need to be linked to a much wider genre of popular culture. It should also be noted that individuals such as Kylie Minogue, Michael Jackson or David Beckham do not constitute a popular culture.

5 (a) was the less popular option, attracting 23% of candidates attempting the questions in this Depth Study. Better responses effectively dealt with the concept of gender. As this question drew on the Nature of Popular Culture section of the syllabus, candidates needed to be able to draw from a range of examples of popular culture from personal and macro world perspectives.

Weaker responses reproduced a learned range of examples from their focus study. Many of these responses were unable to apply a detailed analysis of how gender relates to both the chosen popular culture and their personal experience.

5 (b) was the more popular option, attracting 77% of candidates attempting the questions in this Depth Study. Better responses were able to make a judgement about the effect of continuity and change, supported by a sustained, logical and well-argued answer, which dealt with realistic scenarios of future directions in that genre, based on an understanding of continuity and change.

Weaker responses generally failed to make judgements, preferring to merely recount information by describing the historical developments of a genre of popular culture, frequently overlooking any future directions.

Question 6: Belief Systems

6 (a) was the less popular option, attracting 27% of candidates attempting the questions in this Depth Study. Better responses effectively dealt with the concept of gender. As this question drew on the Nature of Belief Systems section of the syllabus, candidates needed to be able to draw from a range of examples from personal and macro world perspectives.

Weaker responses found it a challenge to identify the existence of a belief system in their own lives. Too many candidates interpreted belief systems as referring only to religious traditions, and did not recognise ideologies such as feminism, humanism, egalitarianism, consumerism or democracy as having an impact in their own lives and in the macro world.

6 (b) was the more popular option, attracting 73% of candidates attempting the questions in this Depth Study. Better responses demonstrated a thorough understanding of the characteristics of a belief system and were able to apply appropriate course concepts which related to change, including ideology, conflict, technology and globalisation. Similarly, resistance to change was analysed using concepts such as continuity, heritage, authority and hierarchy, with reference to specific ideologies. Better responses used this analysis to support their judgements about the effect of change and resistance to change on their chosen belief system. These responses dealt with the extent of change and the likely future directions of the belief system.

Weaker responses found the futures aspect of the question challenging and did not make judgements about the effect of change. Too many candidates interpreted belief systems as referring only to religious traditions, and did not recognise ideologies such as feminism, humanism, egalitarianism, consumerism or democracy.

Question 7: Equality and Difference

Equal numbers of candidates attempted 7 (a) and 7 (b). In 7 (a), better responses integrated examples of personal experience and the macro world whilst analysing the impact of gender. These responses achieved sustained answers that utilised a range of examples and integrated conceptual understanding, which effectively integrated personal life experiences with relevant macro world trends and viewpoints. The majority of candidates addressed female inequality as their example of gender.

Weaker responses featured a limited capacity for personal reflection. These tended to be more simplistic, anecdotal, and lacking in conceptual detail.

In 7 (b), better responses demonstrated sustained, logical and well-structured answers which incorporated relevant course concepts. Candidates demonstrated extensive knowledge about the society they had studied, drawing on a detailed range of relevant issues to highlight the complex relationships between conflict and cooperation. These responses were also able to make judgements about the effect of conflict and cooperation in relation to equality and make realistic predictions for the future. Most candidates used examples from their study of Aboriginal society/societies, with the better responses providing excellent analysis of cultural contact within Australia.

Weaker responses referred predominantly to conflict and were less able to sustain their responses in relation to the effect of cooperation.

Question 8: Work and Leisure

8 (a) was the most popular option, attracting 83% of candidates attempting the questions in this Depth Study. Better responses were sustained, logical, and well-structured, and identified a detailed range of impacts of gender in both the life of the candidate and in the macro world. These responses used appropriate issues and relevant concepts and examples. Better responses were able to integrate their personal experience with the macro world. Most candidates had an understanding of the macro world context of gender in work and leisure.

Weaker responses were too reliant on general knowledge and tended to present a simplistic narration of stereotypical gender roles and often referred solely to the micro world. Some candidates found it difficult to write about their own lives in other than an anecdotal way.

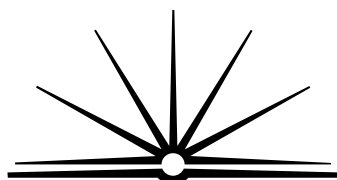
8 (b) was the less popular option, attracting 17% of candidates attempting the questions in this Depth Study. Better responses demonstrated knowledge and understanding, particularly evident in focus studies on Australia and Japan, where distinguishing characteristics of the society were evident throughout. Better responses also contained impressive detail and understanding of appropriate issues and demonstrated the capacity to make a judgment regarding the effects of conflict and cooperation in the workplace. These responses also managed the future component of the question effectively, using logical argument to put forward realistic suggestions as to what may happen in the society studied.

Weaker responses were descriptive, general in their content and conceptual understandings, and made little or no reference to the future.

Society & Culture

2003 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1 (a)	1	The Nature of Social & Cultural Research Methodologies	H6, H8
1 (b)	1	The Nature of Social & Cultural Research Methodologies	H6, H8
1 (c)	4	The Nature of Social & Cultural Research Methodologies	H6, H8
2 (a)	2	The Nature of Social & Cultural Continuity & Change: Personal Experience/Public Knowledge	H1, H5, H7
2 (b)	4	The Nature of Social & Cultural Continuity & Change: Personal Experience/Public Knowledge	H1, H5, H7
3 (a)	1	Nature of Social & Cultural Continuity and Change: Modernisation	H7, H10
3 (b)	5	Nature of Social & Cultural Continuity and Change: Modernisation	H4, H7, H10
4 (a)	4	Theory of Social Change	H1, H3, H7
4 (b)	8	Application of Theory to a Country	H1, H3, H7
5 (a)	20	Nature of Popular Culture	H2, H3, H4, H7, H10
5 (b)	20	Focus Study: Future of Popular Culture	H2, H3, H4, H7, H10
6 (a)	20	Nature of Belief Systems	H2, H3, H4, H7, H10
6 (b)	20	Change and Belief System: Focus Study	H2, H3, H4, H7, H10
7 (a)	20	Nature of Equality and Difference	H2, H3, H4, H7, H10
7 (b)	20	Future of Equality and Difference : Focus Study	H2, H3, H4, H7, H10
8 (a)	20	Nature of Work and Leisure	H2, H3, H4, H7, H10
8 (b)	20	Future of Work and Leisure: Focus Study	H2, H3, H4, H7, H10



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

2003 HSC Society and Culture Marking Guidelines

Question 1 (a)

Outcomes assessed: H6, H8

MARKING GUIDELINES

Criteria	Marks
• States essential qualities of primary research	1

Question 1 (b)

Outcomes assessed: H6, H8

MARKING GUIDELINES

Criteria	Marks
• States essential qualities of secondary research	1

Question 1 (c)

Outcomes assessed: H6, H8

MARKING GUIDELINES

Criteria	Marks
• Provides valid points for and/or against using primary OR secondary research with a range of reasons for its usefulness in this context	4
• Provides points for and/or against using primary OR secondary research with some reasons for its usefulness in this context	3
• Describes primary OR secondary research in this context	2
• Mentions primary OR secondary research in this context	1

Question 2 (a)*Outcomes assessed: H1, H5, H7***MARKING GUIDELINES**

Criteria	Marks
• Notes differences between personal experience and public knowledge	2
• Defines either personal experience or public knowledge	1

Question 2 (b)*Outcomes assessed: H1, H5, H7***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the influence of technology from their personal experience • Reflects on how technology has changed some aspect of their life	4
• Describes the influence of technology from their personal experience • Describes how technology has changed some aspect of their life	3
• Describes some aspect of technology • Refers to some personal experience	2
• Mentions technology and/or personal experience	1

Question 3 (a)*Outcomes assessed: H7, H10***MARKING GUIDELINES**

Criteria	Marks
• States essential qualities of modernisation	1

Question 3 (b)*Outcomes assessed: H4, H7, H10***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Clearly provides points for and/or against the statement 'modernisation is inevitable'Provides appropriate support for their discussion points	4–5
<ul style="list-style-type: none">Provides some points for and/or against the statement 'modernisation is inevitable'Provides limited support for their discussion points	2–3
<ul style="list-style-type: none">Mentions an aspect/s of modernisation	1

Question 4 (a)*Outcomes assessed: H1, H3, H7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Clearly states the main features of the theoryShows a sound understanding of how it explains change	4
<ul style="list-style-type: none">States some of the features of the theoryShows an understanding of how it explains change	3
<ul style="list-style-type: none">Mentions a theoryDescribes an aspect of change	2
<ul style="list-style-type: none">Mentions some aspect of change	1

Question 4 (b)*Outcomes assessed: H1, H3, H7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes a sound judgement about the value of the theory in explaining change• Clearly makes the relationship between the theory and change evident• Clearly identifies change that has occurred in that country	7–8
<ul style="list-style-type: none">• Makes a judgement about the value of the theory in explaining change• Makes the relationship between the theory and change evident• Identifies some change that has occurred in that country	5–6
<ul style="list-style-type: none">• Relates a theory of change to the country, making a limited judgement of the theory's value• Describes an aspect of change in that country	3–4
<ul style="list-style-type: none">• Mentions an aspect of change in one country	1–2

Section II — Depth Studies

Question 5 (a)

Outcomes assessed: H2, H3, H4, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies a detailed range of impacts of gender on popular culture. The distinguishing characteristics of popular culture are evident throughoutCourse concepts and language are used in an appropriate way to draw out the implications of and the complex relationships between gender and popular culture. A range of appropriate issues may be used to support the answer, using a range of relevant examples from their own lives and from the macro worldPresents a sustained, logical and well-structured answer	17–20
<ul style="list-style-type: none">Identifies a range of impacts of gender on popular culture. Characteristics of popular culture are evident throughoutCourse concepts and language are used to make evident the relationship between gender and popular culture. Relevant issues may be used to support the answer, using relevant examples from their own lives and from the macro worldPresents a sustained and well-organised answer	13–16
<ul style="list-style-type: none">Identifies some impacts of gender on popular culture. Characteristics of popular culture are included in the answerSome course concepts are used to identify some relationship between gender and popular culture. Some issues may be used to support the answer using examples from their own lives and/or from the macro worldPresents an organised answer	9–12
<ul style="list-style-type: none">Identifies at least one impact of gender on popular culture. A limited number of characteristics of popular culture are included in the answerSome course concepts are used. May use some examples from their own lives and/or from the macro worldPresents a simple description	5–8
<ul style="list-style-type: none">Mentions gender and/or popular culture or a general understanding of characteristics of popular cultureLimited course concepts are usedBriefly attempts some answer	1–4

Question 5 (b)
Outcomes assessed: H2, H3, H4, H7, H10
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a judgement on a range of effects of continuity and change on one popular culture. Distinguishing characteristics of the popular culture are evident throughout • Course concepts and language are used in an appropriate way to draw out the relative effect of continuity and change on the popular culture. A range of appropriate issues may be used to support the answer, using specific examples • Realistically suggests what may happen to the popular culture in the future • Presents a sustained, logical and well-structured answer 	17–20
<ul style="list-style-type: none"> • Makes a judgement on some effects of continuity and change on one popular culture. Characteristics of the popular culture are evident throughout • Course concepts and language are used in an appropriate way to make evident the effect of continuity and change on the popular culture. Some issues may be used to support the answer, using examples • Suggests what may happen to the popular culture in the future • Presents a sustained, well-organised answer 	13–16
<ul style="list-style-type: none"> • Examines how continuity and/or change may affect the popular culture. Characteristics of popular culture are included in the answer • Some course concepts are used to identify the popular culture. Some issues may be described to support the answer, using examples • Refers to an aspect of the future of the popular culture • Presents an organised answer to the question 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of continuity and/or change may affect the 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 popular culture. May use some examples to support the answer • May mention some future direction of the popular culture • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Mentions aspects of continuity and/or change • A limited number of course concepts are used to describe popular culture • May mention some future direction • Briefly attempts some answer 	1–4

Question 6 (a)*Outcomes assessed: H2, H3, H4, H7, H10***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies a detailed range of impacts of gender on belief systems. The distinguishing characteristics of belief systems are evident throughoutCourse concepts and language are used in an appropriate way to draw out the implications of and the complex relationships between gender and belief systems. A range of appropriate issues may be used to support the answer, using a range of relevant examples from their own lives and from the macro worldPresents a sustained, logical and well-structured answer	17–20
<ul style="list-style-type: none">Identifies a range of impacts of gender on belief systems. Characteristics of belief systems are evident throughoutCourse concepts and language are used to make evident the relationship between gender and belief systems. Relevant issues may be used to support the answer, using relevant examples from their own lives and from the macro worldPresents a sustained and well-organised answer	13–16
<ul style="list-style-type: none">Identifies some impacts of gender on belief systems. Characteristics of belief systems are included in the answerSome course concepts are used to identify some relationship between gender and belief systems. Some issues may be used to support the answer using examples from their own lives and/or from the macro worldPresents an organised answer	9–12
<ul style="list-style-type: none">Identifies at least one impact of gender on belief systems. A limited number of characteristics of belief systems are included in the answerSome course concepts are used. May use some examples from their own lives and/or from the macro worldPresents a simple description	5–8
<ul style="list-style-type: none">Mentions gender and/or belief systems or a general understanding of characteristics of belief systemsLimited course concepts are usedBriefly attempts some answer	1–4

Question 6 (b)
Outcomes assessed: H2, H3, H4, H7, H10
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a judgement on a range of effects of change and resistance to change on one belief system. Distinguishing characteristics of the belief system are evident throughout • Course concepts and language are used in an appropriate way to draw out the relative effect of change and resistance to change on the belief system. A range of appropriate issues may be used to support the answer, using specific examples • Realistically suggests what may happen to the belief system in the future • Presents a sustained, logical and well-structured answer 	17–20
<ul style="list-style-type: none"> • Makes a judgement on some effects of change and resistance to change on one belief system. Characteristics of the belief system are evident throughout • Course concepts and language are used in an appropriate way to make evident the effect of change and resistance to change on the belief system. Some issues may be used to support the answer, using examples • Suggests what may happen to the belief system in the future • Presents a sustained, well-organised answer 	13–16
<ul style="list-style-type: none"> • Examines how change and/or resistance to change may affect the belief system. Characteristics of belief systems are included in the answer • Some course concepts are used to identify the belief system. Some issues may be described to support the answer, using examples • Refers to an aspect of the future of the belief system • Presents an organised answer to the question 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of change and/or resistance to change may affect the belief system. 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 • May mention some future direction of the belief system • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Mentions aspects of change and/or resistance to change • A limited number of course concepts are used to describe belief systems • May mention some future direction • Briefly attempts some answer 	1–4

Question 7 (a)

Outcomes assessed: H2, H3, H4, H7, H10

MARKING GUIDELINES

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

Question 7 (b)

Outcomes assessed: H2, H3, H4, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a judgement on a range of effects of conflict and cooperation in relation to equality on one society. Distinguishing characteristics of the society are evident throughout • Course concepts and language are used in an appropriate way to draw out the relative effect of conflict and cooperation in relation to equality in the society. A range of appropriate issues may be used to support the answer, using specific examples • Realistically suggests what may happen to the society in the future • Presents a sustained, logical and well-structured answer 	17–20
<ul style="list-style-type: none"> • Makes a judgement on some effects of conflict and cooperation in relation to equality on one society. Characteristics of the society are evident throughout • Course concepts and language are used in an appropriate way to make evident the effect of conflict and cooperation in relation to equality in the society. Some issues may be used to support the answer, using examples. • Suggests what may happen to the society in the future • Presents a sustained, well-organised answer 	13–16
<ul style="list-style-type: none"> • Examines how conflict and/or cooperation in relation to equality may affect the society. Characteristics of the society are included in the answer • Some course concepts are used to identify the society. Some issues may be described to support the answer, using examples • Refers to an aspect of the future of the society • Presents an organised answer to the question 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of conflict and/or cooperation in relation to equality may affect the society. A limited number of characteristics of the society are included in the answer • Some course concepts are used to describe at least one aspect of society. May use some examples to support the answer • May mention some future direction of the society • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Mentions aspects of conflict and/or cooperation • A limited number of course concepts are used to describe society • May mention some future direction • Briefly attempts some answer 	1–4

Question 8 (a)*Outcomes assessed: H2, H3, H4, H7, H10***MARKING GUIDELINES**

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

Question 8 (b)
Outcomes assessed: H2, H3, H4, H7, H10
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a judgement on a range of effects of conflict and cooperation in relation to work (leisure) on one society. Distinguishing characteristics of the society are evident throughout • Course concepts and language are used in an appropriate way to draw out the relative effect of conflict and cooperation in relation to work in the society. A range of appropriate issues may be used to support the answer, using specific examples • Realistically suggests what may happen to the society in the future • Presents a sustained, logical and well-structured answer 	17–20
<ul style="list-style-type: none"> • Makes a judgement on some effects of conflict and cooperation in relation to work (leisure) on one society. Characteristics of the society are evident throughout • Course concepts and language are used in an appropriate way to make evident the effect of conflict and cooperation in relation to work on the society. Some issues may be used to support the answer, using examples • Suggests what may happen to the society in the future • Presents a sustained, well-organised answer 	13–16
<ul style="list-style-type: none"> • Examines how conflict and/or cooperation in relation to work (leisure) may affect society. Characteristics of the society are included in the answer • Some course concepts are used to identify the society. Some issues may be described to support the answer, using examples • Refers to an aspect of the future of the society • Presents an organised answer to the question 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of conflict and/or cooperation in relation to work (leisure) may affect the society. A limited number of characteristics of the society are included in the answer • Some course concepts are used to describe at least one aspect of society. May use some examples to support the answer • May mention some future direction of the society • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Mentions aspects of conflict and/or cooperation • A limited number of course concepts are used to describe society • May mention some future direction • Briefly attempts some answer 	1–4