

**2004 HSC Notes from
the Marking Centre
Society and Culture**

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2004 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 2004 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 2004 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 2004, 3168 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 of 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 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 with particular aspects of their submissions.

Features of better Personal Interest Projects

These projects were clearly the result of long term preparation, research, writing and editing that had engaged the candidates' efforts throughout the HSC course. These projects demonstrated that candidates were able to effectively integrate the various sections into a coherent, well-structured whole. The ideas from the Introduction flowed logically and developmentally through the Central Material and were reflected in the judgments identified in the Conclusion. The Log in these projects was reflective and represented a statement of the overall process the candidate had experienced whilst researching and completing their

project. The Log must be more than a record of events; it needs to be reflective of, and summarise, the overall process. Better projects also applied correct referencing and acknowledgement of sources throughout the project and these references were linked to entries in the Resource List. Typically, these projects also effectively combined the personal experience of the candidate with the knowledge gained from wider reading and research. A significant strategy apparent in better projects was the effective integration of the methodologies used. This meant moving away from dealing with one methodology after another and instead gathering ideas and information from different methodologies and discussing these according to themes and concepts rather than according to the research methods used. Better projects also used a diversity of secondary sources, such as books, journals, magazines, documentaries and recognised websites.

Features of weaker Personal Interest Projects

These projects were often limited by the selection of a very general topic or focus question, as these generated limited options to pursue a clear, testable hypothesis. These projects also did not develop a logical argument and did not achieve analysis of the issues in their chosen topic. Such projects often dwelt on a preconceived idea and as such were overly subjective and often relied on unsupported statements. Many weaker projects also relied overly on the internet as their source of information. Weaker projects were typified by Resource Lists where the candidate had not annotated the references used.

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 can be linked to a particular syllabus depth study, then there should be clear links which demonstrate the candidate's understandings 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.

Candidates must ensure their topic does not cross boundaries into unethical research (see page 18 of the syllabus). Topics that are offensive may prejudice the project in the context of the impact on the student, the school or the wider community. In 2004 there were many projects which related to Preliminary course content, such as adolescence and the roles of peers. Candidates are encouraged to extend such topics to ensure they have clear links to concepts and content from the HSC course, for example considering adolescence in the context of popular culture.

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. The Log should be the candidate's reflection on the effectiveness of the overall research process. 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 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 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 (see pages 46 to 48 of the syllabus). Projects are to be double-spaced, the candidate's name or the name of their school must never appear in the project and graphs, any tables, photographs and diagrams used need to be labelled 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, which recurred in 2004 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 judgements 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 included: too many candidates did not interpret and analyse the data 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, or any other single methodology. 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

The majority of candidates effectively responded to this section of the examination and few candidates misinterpreted the questions. Candidates generally demonstrated an effective knowledge of methodologies, social and cultural research, although some candidates found questions on social literacy and social theories more challenging. Candidates need to be reminded that the answer space allocated is a guide to the appropriate length of the required response, and writing additional information for these questions is not an effective use of the time and consideration of the mark allocation for these questions.

Question 1

Most candidates were able to give a sound response to show their understanding of questionnaires and interviews. Most candidates gave concise responses within the space allocated and were confident enough to attempt a reasonable response to the more difficult part (c). Here candidates generally attempted to reflect on the usefulness of the information gained rather than just describing the advantages or disadvantages of these research methodologies. Better responses focussed on differentiating the information gained, using correct terminology such as quantitative and qualitative data and did not merely focus on the process of collecting data.

Question 2

Those candidates who understood the term social literacy were able to answer this question and support their answer with examples. These candidates were able to make specific

reference to information on social and cultural literacy drawn from pages 19-20 of the syllabus. Better responses for part (a) demonstrated a sound knowledge of this concept and were able to identify two characteristics of a socially literate person, for example showing critical discernment towards the media, showing concern for the welfare, rights and dignity of all people, empathising with people of different societies and cultures, and researching effectively and ethically. Weaker responses tended to focus on general notions of literacy or their answers were confused and repetitive.

Better responses in part (b) reflected on a hypothetical example or even on their own personal interest project to provide a context for their answer. These candidates referred to two or more aspects of social literacy such as ethical considerations, using a range of information resources and being critical of them, being aware of bias and making judgemental statements or were able to focus on one of these aspects in detail. Weaker responses were repetitive and confused and in fact demonstrated a lack of social and cultural literacy.

Question 3

The social theory question was effectively accessed by many more candidates than previous examinations but continued to present a challenge for others. Better responses demonstrated a sound knowledge of an appropriate theory and referred to their country of study to explain why change had occurred or continuity had been maintained. These candidates demonstrated a capacity for critical analysis of their selected theory.

Whilst candidates could generally refer to an appropriate theory, weaker responses had difficulty detailing effective links which established a relationship between the theory and particular examples of change or continuity in society. Some weaker responses also confused social theories of change with processes of change, or even incorrectly chose theories of adolescent development from the Preliminary course.

Question 4

The listing of features that demonstrate continuity and change as specified in the syllabus encouraged candidates to focus their answers on syllabus requirements. Too many responses gave too much information in part (a). As this part was allocated 3 marks only, candidates who wrote too much in this section jeopardised their result in part (b). Candidates need to be reminded to always use the key word in the question and the number of marks on offer as a guide to the level of detail required of responses.

Some responses were so general that they could have applied to any country. Candidates need to ensure the country of study is clearly specified. Teachers and candidates must be aware that the syllabus requires a study of a selected country, and that responses will be compromised if a specific country is not dealt with. The study, in isolation, of a cultural group, a region, or island within a country, does not meet syllabus requirements.

Better responses were very specific about the feature upon which they focussed and demonstrated a clear understanding of that feature and how it related to change in the chosen country. These responses also tended to address contemporary issues of change rather than being overly reliant on historical examples of change and continuity. Many of the better responses also made reference to westernisation, modernisation, industrialisation or globalisation. Better responses also assessed and integrated the notion of progress from a variety of perspectives and demonstrated an excellent understanding of the heritage and diversity evident in the chosen country.

Weaker responses simply described the history of the selected country. These responses lacked an understanding of the complexities of change and continuity as concepts. These responses typically demonstrated a limited understanding of change through making comparisons of historical events that were not made relevant to the selected feature. Another feature of these responses was that they relied upon extended quotes from texts and presented as prepared answers, which did not therefore, effectively relate to the question. Another common mistake in these responses was the lack of a clear distinction between globalisation and westernisation.

Section II - Depth Studies

Question 5: Popular Culture

This depth study was attempted by 2385 candidates, of whom 30% attempted part (a) and 70% attempted part (b). In general, better responses consistently integrated appropriate popular culture concepts and relevant examples. Candidates were also able to draw upon wider syllabus-related themes to support their evaluation and analysis. Better responses also featured effective consideration of the rubric instructions. Generally the popular culture chosen related effectively to the syllabus and this was more often linked to a genre rather than a product. Such focus study options tended to allow greater depth to be pursued by the candidates. A significant number of weaker responses were from candidates who had been allowed to research individual focus studies. These responses did not typically deliver sufficient detail in their responses.

- (a) Better responses in part (a) demonstrated a clear understanding of globalisation and its connections to both ownership and control and how this influenced power from the grass roots or local level of the chosen popular culture. The responses typically featured the integration of fundamental concepts as well as distinguishing the characteristics related to globalisation, ownership and control. These included the positive and negative effects of globalisation on the origins, development and spread of the popular culture and the impact of technology. Their focus was also fully developed in their ability to address parts of the syllabus. They included rock and roll, teen movies, surfing, or other specific music or film genres. Some examples of products, such as denim jeans, were effectively done, but these were linked to broader aspects of popular culture, such as teen movies.

Weaker responses in (a) only referred to one part of the question, for example ownership or control. These responses used the word ‘globalisation’, but did not define or effectively reflect a genuine understanding of this concept and typically confused technology with globalisation. These responses were also limited in the use of related course concepts and in the organisation of their answer. Many weaker responses were overly descriptive about the focus study and did not specifically apply information to directly answer the question. These responses were often from centres where teachers had allowed candidates to choose and research their own popular culture and attempts typically did not permit effective understanding of the distinguishing features of a popular culture. Examples of inappropriate focus studies were chocolate, heroes, and dreadlocks. Products or personalities were often chosen in weaker responses, which did not allow for clear application of the syllabus characteristics.

- (b) Better responses in part (b) showed a clear understanding of the development of technology over time. These responses also made reference to other relevant syllabus issues and concepts such as the role of popular culture becoming increasingly an influential agent of socialisation as a result of the increased access and interaction brought about by changing technology. These responses also incorporated key concepts such as gender, power and authority to support their arguments and also used appropriate integrated focus study choices, such as rock and roll, teen movies, and surf culture.

Weaker responses to part (b) only provided a descriptive historical account of technology without reference to the characteristics of a popular culture or appropriate examples. These responses tended not to address both access and interaction and were not able to explain the link between interaction, technology and access. These also chose inappropriate focus study examples or did not refer to any focus study examples. As in part (a), these weaker responses relied on examples of products and personalities and did not develop these examples sufficiently to demonstrate an effective understanding of the distinguishing characteristics of popular culture.

Question 6: Belief Systems

This depth study was attempted by 1323 candidates, of whom 61% attempted part (a) and 39% attempted part (b). In general, better responses consistently integrated appropriate belief system concepts and relevant examples. Candidates were also able to draw upon wider syllabus-related themes to support their evaluation and analysis. Better responses also featured effective consideration of the rubric instructions.

- (a) Better responses in part (a) understood and articulated the concepts of the chosen belief system and were able to provide relevant examples of the characteristics of this belief system. Typically these responses provided a comprehensive focus on concepts such as ideology, worldview, values, traditions, myths, rituals and power structures. Candidates effectively evaluated the impact of the changes on the belief system, most often referring to globalisation, westernisation, technology, legislation, and democratisation of the societies in which the belief system is practised, with judgements being made on whether the change has been positive or negative and for whom. Some candidates incorporated theories of social change to indicate how a belief system was enduring, and these responses typically integrated a meaningful analysis of social change.

Weaker responses tended to be more descriptive in style, focussing on the characteristics of the belief system in a superficial way. At times, inaccuracy and generalisation impeded options for establishing an understanding of the belief system.

- (b) Part (b) required candidates to have a breadth of knowledge on a range of belief systems on either a national or global scale. Candidates could discuss their Focus Study belief system but also needed to address the macro aspects of the question on ‘the impact of globalisation on the nature and extent of belief systems’. Better responses demonstrated a thorough understanding of the concept of globalisation and applied this to various examples of belief systems within different social contexts. This question invited a wide range of responses and examples. Candidates were able to apply globalisation to belief systems such as capitalism, feminism and Buddhism, and to concepts such as westernisation and secularisation. Candidates also demonstrated a detailed understanding of the complexities of issues in their analysis of belief systems.

Weaker responses in part (b) demonstrated a limited perception of the concept of globalisation and discussed change too generally. They did not deliver an effective understanding of the human and social aspects of globalisation. References to the micro world and personal experience should be dealt with conceptually and not treated solely in an anecdotal fashion.

Question 7: Equality and Difference

This depth study was attempted by 1828 candidates, of whom 68% attempted part (a) and 32% attempted part (b). In general, better responses consistently integrated appropriate equality and difference concepts and relevant examples. Candidates were also able to draw upon wider syllabus related themes to support their evaluation and analysis. Better responses also featured effective consideration of the rubric instructions.

- (a) In attempting part (a) the majority of candidates used Australian society and Indigenous Australians as their focus. Other responses included women and minority groups in Australian society. Other societies studied included Indonesia, Afghanistan, Japan, South Africa, India, Vietnam, China and the United States of America. Better responses were able to clearly and effectively identify socially valued resources – the most common references being to health, medical resources and education. Candidates were able to respond to this question by referring either to their selected society or by referring to groups in that society as examples to support their answer. The better responses supported their analysis with relevant examples, citing accurate and current statistical data. These responses demonstrated a sophisticated understanding of the relevant course concepts, which were effectively used to draw out the complexity of the relationship between inequality and access to socially valued resources. The best responses were able to effectively draw out the complex relationships between levels of access to socially valued resources and the nature and degree of inequality and/or how that inequity was perpetuated or reduced.

Weaker responses provided general responses about inequality without linking it to socially valued resources. These responses relied too much on examples which were anecdotal, and tended to provide a chronological account of past discrimination in relation to a group, such as Indigenous Australians, without providing clear identification of the implications of such inequality. These responses did not explore the complexity of the relationship between access and inequality. Weaker responses simply described examples of inequality and/or access to socially valued resources in a simplistic way, using few or no relevant course concepts.

- (b) The majority of candidates responding to part (b) effectively demonstrated their knowledge of legislation and welfare systems but many candidates were less effective in responding to community initiatives. Responses were not expected to give equal treatment to all three areas but the best responses were able to provide a range of examples on the effects of legislation, community initiatives and welfare systems on inequality. These responses typically made sound evaluative judgements on ways and degrees of reducing inequality. Better responses were able to respond to this question by referring either to their selected society or by referring to a group or groups in that society as examples to support their answer. The better responses supported their analysis with relevant examples, citing accurate and current statistical data to highlight existing or past inequity, but few used statistical data to illustrate reduction in inequality.

The best responses demonstrated a sophisticated understanding of the relevant course concepts. These concepts were most effectively used to present a sustained, logical and well-structured response that made sound judgements about the range of effects of legislation, community initiatives and welfare systems in reducing inequality. Very few candidates provided a futures perspective in their responses. Again the most popular groups studied in Australian society were Indigenous Australians and women.

Weaker responses in part (b) tended to focus more on legislation and neglected or omitted community initiatives and welfare systems. These responses treated community initiatives and welfare systems implicitly rather than providing clear and concrete examples. The selection of examples was often anecdotal and not always relevant. These examples were not used effectively to make a sound judgement, rather they simply described legislation, community initiatives and welfare systems, making global statements about reductions in inequality. Weaker responses tended to provide a chronological account of past discrimination on a group such as Indigenous Australians without coming to any judgement about the effects on equality.

Question 8: Work and Leisure

This depth study was attempted by 820 candidates, of whom 75% attempted part (a) and 25% attempted part (b). In general, better responses consistently integrated appropriate work and leisure concepts and relevant examples. Candidates were also able to draw upon wider syllabus related themes to support their evaluation and analysis. Better responses also featured effective consideration of the rubric instructions.

- (a) Better responses to part (a) were sustained, logical and well structured and identified in detail a range of effects of change on patterns of work. These responses were able to integrate appropriate and related course concepts other than those mentioned in the question. Better responses were able to draw out and explain the complex relationships between work and leisure and use a range of examples to support and evaluate ideas and arguments. Relevant quotations and information were sourced and used to substantiate opinions and ideas. Candidates were well informed about the distinguishing characteristics of work and leisure in the identified society, and this underlying theme was sustained and evident throughout the response.

Weaker responses in part (a) were descriptive and anecdotal, relying on general knowledge of work and leisure. Many focused strongly on changes in the nature of work and leisure, rather than the effect of change on patterns of work in the society of their choice. Not all parts of the question were addressed and few related course concepts were integrated into the response. The complexity of the relationship between work and leisure was not fully understood nor analysed. These responses tended to be a narrative of a descriptive nature. A simplistic understanding of the nature of work and leisure was evident and few examples were used to support or sustain an argument.

- (b) Better responses in part (b) demonstrated knowledge and understanding of the distinguishing features of work. These better responses had extensive knowledge and understanding of power and authority, employment, unemployment and personal identity and clearly understood the complex relationships between these. A range of examples were used to effectively demonstrate these understandings. Each part of the question was discussed in detail and a range of criteria was used in judging and evaluating impacts of power and authority on employment, unemployment and personal identity. Logical, organised and sustained arguments were presented and supported by

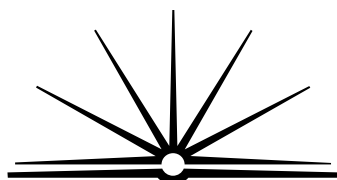
statistics and other sourced data. Relevant course concepts were well integrated to draw out the impact of power and authority on employment, unemployment and personal identity.

Weaker responses in part (b) were descriptive and general in their content. Conceptual understanding was limited and not well integrated or supported by examples. These responses tended to access only part of the question and they showed little depth of knowledge relating to the distinguishing characteristics of work.

Society and Culture

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Social and Cultural Continuity and Change			
Part A			
1 (a)	1	Interview	H6, H8
1 (b)	1	Questionnaire	H6, H8
1 (c)	4	Methodologies	H6, H7, H8
2 (a)	2	Social literacy	H6, H7, H8
2 (b)	4	Social literacy	H6, H7, H8
3	6	Theory of social change	H3, H4
Section I — Social and Cultural Continuity and Change			
Part B			
4 (a)	3	Change in country studied	H1, H4, H7,
4 (b)	9	Change in country studied	H1, H4, H7, H10
Section II — Depth Studies			
5 (a)	20	Focus study – popular culture	H2, H3, H4, H7, H10
5 (b)	20	Nature of popular culture	H2, H3, H4, H7, H10
6 (a)	20	Focus study – belief systems	H2, H3, H4, H7, H10
6 (b)	20	Nature of belief systems	H2, H3, H4, H7, H10
7 (a)	20	Focus study – equality and difference	H2, H3, H4, H7, H10
7 (b)	20	Nature of equality and difference	H2, H3, H4, H7, H10
8 (a)	20	Focus study – work and leisure	H2, H3, H4, H7, H10
8 (b)	20	Nature of work and leisure	H2, H3, H4, H7, H10



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

2004 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change Part A

Question 1 (a)

Outcomes assessed: H6, H8

MARKING GUIDELINES

Criteria	Marks
• States essential qualities of an interview	1

Question 1 (b)

Outcomes assessed: H6, H8

MARKING GUIDELINES

Criteria	Marks
• States essential qualities of a questionnaire	1

Question 1 (c)*Outcomes assessed: H6, H7, H8***MARKING GUIDELINES**

Criteria	Marks
• Clearly shows the differences between interview and questionnaire in terms of usefulness of information gained from both	4
• Shows in general terms the differences between information gained from interview and questionnaire	3
• Mentions a difference between the information gained from interview and/or questionnaire	2
• Mentions an aspect of information gained from research	1

Question 2 (a)*Outcomes assessed: H6, H7, H8***MARKING GUIDELINES**

Criteria	Marks
• Names two appropriate characteristics	2
• Names one appropriate characteristic	1

Question 2 (b)

Outcomes assessed: H6, H7, H8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows how one or more features of social literacy apply to a research project Gives a detailed and accurate description of one aspect of social literacy applied to relevant research OR <ul style="list-style-type: none"> Accurately describes a range of relevant aspects of social literacy appropriate to research 	4
<ul style="list-style-type: none"> Shows how one or more features of social literacy apply to a research project Gives an accurate description of one aspect of social literacy applied to research OR <ul style="list-style-type: none"> Describes some relevant aspects of social literacy appropriate to research 	3
<ul style="list-style-type: none"> Makes general links between one or more aspects of social literacy and a research project/research 	2
<ul style="list-style-type: none"> Makes one general point about social literacy relevant to research 	1

Question 3

Outcomes assessed: H3, H4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Shows a sound understanding of how the theory explains continuity/change Clearly makes the relationship between the theory and continuity/change evident 	5–6
<ul style="list-style-type: none"> States some of the features of a theory that explain some aspects of continuity/change 	4
<ul style="list-style-type: none"> Mentions a theory and attempts to explain some continuity/change 	3
<ul style="list-style-type: none"> Describes either an aspect of continuity/change or a theory 	2
<ul style="list-style-type: none"> Mentions some aspects of continuity/change 	1

NOTE: A theory is a hypothetical construct which attempts to explain continuity/change in the past, the present and to predict the future. The syllabus does not prescribe which theories to study. If the student proposes a theory and justifies it, markers should reward points made.

Section I — Social and Cultural Continuity and Change

Part B

Question 4 (a)

Outcomes assessed: H1, H4, H7

MARKING GUIDELINES

Criteria	Marks
• Provides accurate, clear characteristics of change in the selected feature	3
• Provides limited or general characteristics of change in the selected feature	2
• Mentions an aspect of change	1

NOTE: The country should be identified/identifiable. The features must be from the list or subset from the list eg religion (from beliefs, values or lifestyles)

Question 4 (b)

Outcomes assessed: H1, H4, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Makes a sound judgement about the effects of the change as an indicator of progress • Supports judgement with examples of positive and negative effects of change in the feature • Presents a sustained response	8–9
• Makes a judgement about the effect of the change as an indicator of progress • Identifies positive and negative effects of change in the feature • Presents a coherent response	6–7
• Makes a limited judgement about the effect of the change • Identifies some positive or negative effects of change in the feature	4–5
• Describes the change in terms of positive or negative effects	2–3
• Mentions an aspect of change	1

NOTE: Students may not give equal consideration to both the positive and negative effects.

Section II — Depth Studies

Question 5 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a sound judgement about a range of effects of globalisation on the ownership and control of the popular culture, supported by appropriate examples. Distinguishing characteristics of the popular culture are evident throughout • Appropriate course concepts and language are integrated into the response to draw out the effect of globalisation on the ownership and control of the popular culture • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Makes a judgement about some effects of globalisation on ownership and control of the popular culture, supported by some examples. Characteristics of the popular culture are evident throughout • Appropriate course concepts and language are used to make evident the effect of globalisation on ownership and control of the popular culture • Presents a sustained, well-organised response 	13–16
<ul style="list-style-type: none"> • Examines how globalisation may affect the ownership and/or control of the popular culture. Some examples are used to support the response. Characteristics of the popular culture are included in the answer • Some course concepts are used to describe the popular culture • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of globalisation may affect the popular culture. May use some examples. 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 • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Mentions aspects of globalisation and/or a general understanding of popular culture • A limited number of course concepts are used 	1–4

NOTE: Distinguishing characteristics are those that show the popular culture as being distinct or different from others.

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

Criteria	Marks
<ul style="list-style-type: none">Identifies in detail a range of impacts of changing technology on access to and interaction with popular culture, supported by appropriate examples. The distinguishing characteristics of popular culture are evident throughoutAppropriate course concepts and language are integrated into the response to draw out the complex relationships between technology and access to and interaction with popular culturePresents a sustained, logical and well-structured response	17–20
<ul style="list-style-type: none">Identifies some impacts of changing technology on access to and interaction with popular culture, supported by some examples. Characteristics of popular culture are evident throughoutAppropriate course concepts and language are used to make evident the relationship between technology and access to and interaction with popular culturePresents a sustained and well-organised response	13–16
<ul style="list-style-type: none">Examines how technology may affect access to popular culture. Some examples are used to support the response. Characteristics of popular culture are included in the responseSome course concepts are used to describe some relationship between technology and popular culturePresents an organised response	9–12
<ul style="list-style-type: none">Outlines how aspects of technology may affect popular culture. May use some examples. A limited number of characteristics of popular culture are included in the responseSome course concepts are usedPresents a simple description	5–8
<ul style="list-style-type: none">Mentions technology and/or a general understanding of popular cultureLimited course concepts are used	1–4

NOTE: Distinguishing characteristics are those that show the popular culture as being distinct or different from others.

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

Criteria	Marks
<ul style="list-style-type: none">• Makes a sound judgement about a range of effects of change on beliefs in one belief system, supported by appropriate examples. Distinguishing characteristics of the belief system are evident throughout• Appropriate course concepts and language are integrated into the response to draw out the effect of change on beliefs in the belief system• Presents a sustained, logical and well-structured response	17–20
<ul style="list-style-type: none">• Makes a judgement about some effects of change on beliefs in one belief system, supported by some examples. Characteristics of the belief system are evident throughout• Appropriate course concepts and language are used to make evident the effect of change on beliefs within the belief system• Presents a sustained, well-organised response	13–16
<ul style="list-style-type: none">• Examines how change may affect beliefs in one belief system. Some examples are used to support the response. Characteristics of the belief system are included in the response• Some course concepts are used to describe the belief system• Presents an organised response	9–12
<ul style="list-style-type: none">• Outlines how aspects of change may affect the belief system. May use some examples. A limited number of characteristics of the belief system are included in the answer• Some course concepts are used to describe at least one aspect of belief system/s• Presents a simple description	5–8
<ul style="list-style-type: none">• Mentions aspects of change and/or a general understanding of belief systems• A limited number of course concepts are used	1–4

NOTE: Distinguishing characteristics are those that show the belief system as being distinct or different from others.

Question 6 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies in detail a range of impacts of globalisation on the nature and extent of belief systems within or outside Australia, supported by appropriate examples. The distinguishing characteristics of belief systems are evident throughout • Appropriate course concepts and language are integrated into the response to draw out the complex relationships between globalisation and the nature and extent of belief systems • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Identifies some impacts of globalisation on the nature and extent of belief systems within or outside Australia, supported by some examples. Characteristics of belief systems are evident throughout • Appropriate course concepts and language are used to make evident the relationship between globalisation and the nature and extent of belief systems • Presents a sustained and well-structured response 	13–16
<ul style="list-style-type: none"> • Examines how globalisation may affect the nature and/or extent of belief systems within or outside Australia. Some examples are used to support the response. Characteristics of belief systems are included in the response • Some course concepts are used to describe some relationship between globalisation and belief systems • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of globalisation may affect belief systems. May use some examples. A limited number of characteristics of belief systems are included in the response • Some course concepts are used • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Mentions globalisation and/or a general understanding of belief system/s • Limited course concepts are used 	1–4

NOTE: Distinguishing characteristics are those that show the belief system as being distinct or different from others.

Question 7 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies in detail a range of effects of inequality on access to socially valued resources in one society, supported by appropriate examples. The distinguishing characteristics of inequality in the society are evident throughout • Appropriate course concepts and language are integrated into the response to draw out the complex relationships between inequality and access to socially valued resources in one society • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Identifies some effects of inequality on access to socially valued resources in one society, supported by some examples. Characteristics of inequality in the one society are evident throughout • Appropriate course concepts and language are used to make evident the relationship between inequality and access to socially valued resources in one society • Presents a sustained and well-organised response 	13–16
<ul style="list-style-type: none"> • Examines how inequality may affect access to socially valued resources in one society. Some examples are used to support the response. Characteristics of inequality in the society are included in the response • Some course concepts are used to describe some relationship between inequality and socially valued resources • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of inequality may affect the one society. May use some examples. A limited number of characteristics of inequality in the one society are included in the answer • Some course concepts are used • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Mentions inequality and/or a general understanding of characteristics of inequality in the one society • Limited course concepts are used 	1–4

NOTE: Distinguishing characteristics of inequality are those that clarify the conditions of inequality.

Question 7 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a sound judgement about a range of effects of legislation, community initiatives and welfare systems in relation to reducing inequality, supported by appropriate examples. Distinguishing characteristics of inequality are evident throughout • Appropriate course concepts and language are integrated into the response to draw out the effect of legislation, community initiatives and welfare systems in relation to reducing inequality • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Makes a judgement about some effects of legislation, community initiatives and welfare systems in relation to reducing inequality, supported by some examples. Characteristics of inequality are evident throughout • Appropriate course concepts and language are used to make evident the effect of legislation, community initiatives and welfare systems in relation to reducing inequality • Presents a sustained, well-organised response 	13–16
<ul style="list-style-type: none"> • Examines how legislation and/or community initiatives and/or welfare systems may affect inequality. Some examples used to support the response. Characteristics of inequality are included in the answer • Some course concepts are used to describe inequality • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Outlines how forces may affect inequality. May use some examples. A limited number of characteristics of inequality are included in the answer • Some course concepts are used to describe at least one aspect of inequality • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Mentions aspects of forces that affect inequality and/or a general understanding of inequality • A limited number of course concepts are used 	1–4

NOTE: Distinguishing characteristics of inequality are those that clarify the conditions of inequality.

Question 8 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies in detail a range of effects of change on patterns of work and leisure in one society, supported by appropriate examples. The distinguishing characteristics of work and leisure in the society are evident throughout • Appropriate course concepts and language are integrated into the response to draw out the complex relationships between change and patterns of work and leisure in one society • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Identifies some effects of change on patterns of work and leisure in one society, supported by some examples. Characteristics of work and leisure in the society are evident throughout • Appropriate course concepts and language are used to make evident the relationship between change and patterns of work and leisure in one society • Presents a sustained and well-organised response 	13–16
<ul style="list-style-type: none"> • Examines how change may affect patterns of work and leisure in one society. Some examples are used to support the response. Characteristics of work and leisure in the society are included in the response • Some course concepts are used to describe some relationship between change and patterns of work • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of change may affect the one society. May use some examples. A limited number of characteristics of work and/or leisure in the society are included in the response • Some course concepts are used • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Mentions work and/or leisure and/or a general understanding of characteristics of the one society • Limited course concepts are used 	1–4

NOTE: Distinguishing characteristics are those that show the society, in which work and leisure are being studied, is distinct or different from others.

Question 8 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a sound judgement about a range of impacts of power and authority on employment, unemployment and personal identity, supported by appropriate examples. Distinguishing characteristics of work are evident throughout • Appropriate course concepts and language are integrated into the response to draw out the impact of power and authority on employment, unemployment and personal identity • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Makes a judgement about some impacts of power and authority on employment, unemployment and personal identity, supported by some examples. Characteristics of work are evident throughout • Appropriate course concepts and language are used to make evident the impact of power and authority on employment and unemployment and personal identity • Presents a sustained, well-organised response 	13–16
<ul style="list-style-type: none"> • Examines how power and authority may affect employment and unemployment and/or personal identity. Some examples are used to support the response. Characteristics of work are included in the response • Some course concepts are used to describe work • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Outlines how aspects of power and/or authority may affect employment. May use some examples. A limited number of characteristics of work are included in the response • Some course concepts are used to describe at least one aspect of work • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Mentions aspects of power and/or authority or employment and/or a general understanding of work (employment/unemployment) • A limited number of course concepts are used 	1–4

NOTE: Distinguishing characteristics are those that clarify the features of work (employment and unemployment).