

**2005 HSC Notes from
the Marking Centre
Society and Culture**

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2005 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 2005 Higher School Certificate examination, providing an overview of candidate performance outlining the relative strengths and weaknesses of the candidature across the examination and the Personal Interest Project. This document should be read along with the relevant syllabus, the 2005 Higher School Certificate examination, the marking guidelines and other support documents that have been developed by the Board of Studies to assist in the teaching and learning of Society and Culture.

General comments

In 2005, 3536 candidates submitted a Personal Interest Project and 3486 candidates attempted the Society and Culture examination.

Teachers and candidates should be aware that examiners might 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.

Personal Interest Project

General comments

Overall, candidates are completing all components of the PIP with more understanding of methodologies and making genuine attempts at meaningful primary research with better concept usage and application. Many candidates were obviously familiar with the Personal Interest Project marking guidelines (available on the BOS website) and were systematic in their presentation of each component in their research project.

Outstanding projects were highly impressive in their academic standard of research and often uniqueness of topic, design or execution. These projects provided a rich analysis of the chosen topic with in-depth, sophisticated synthesis of methodological findings. Course concepts were thoroughly integrated throughout and all components clearly aligned with syllabus requirements for the project.

However, there were areas where candidates were less successful in addressing all the requirements of the project and specific advice is given below to assist candidates with particular aspects of their project research.

Features of better Personal Interest Projects

These projects provided clear evidence of an effective research process, integrating both primary and secondary research findings, writing and editing and synthesising. The end result of this process was a high quality synthesis of the various PIP components into a coherent, well-structured research

project. 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 provided a concise overview of the candidate's research development with reflective analysis of methodologies that also identified potential bias, where appropriate, and critical judgment of their research findings.

Features of weaker Personal Interest Projects

These projects were often limited by the selection of a very broad topic or a topic that proved difficult to research completely over a sustained period. They often dealt with topics without acknowledging bias in research or personal views and sometimes dealt with issues that had ethical considerations that were not addressed. The central material often consisted of summarising material about an issue without sufficient judgment of research findings and was very descriptive. Many weaker projects also relied overly on the internet without sufficient acknowledgement of sources. Log entries were often calendar entries that were simplistic overviews of each month rather than a development analysis or reflection on the research process and resources were limited and poorly annotated.

Specific comments on candidates' choice of topic

The range of projects submitted presented less diversity of topics than in previous years and the ethics of some research topics need to be carefully considered by teachers and candidates, for example child pornography or suicide. The choice of topic should reflect a Society and Culture course investigation, not a topical narrative on some social issue. Candidates selecting very personal issues on which to base their research were challenged to sufficiently relate these to syllabus content and course concepts. Personal experience is appropriate to the project but should be balanced with substantial public knowledge. Better projects focused on topics which related to the micro-world of the candidate. However, the selection of large and unfocused topics limited the ability of candidates to pursue a clear, testable hypothesis. Such projects were often subjective and relied on unsupported generalisations.

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 need to be more than a list of events and occurrences. The log should be a statement of reflection: how and why the research took place and the effectiveness of the overall research process. It is also appropriate to include some discussion of the key goals of the research. Logs are often descriptive and superficial and do not reflect the research process or provide an assessment of methodologies.

The log must be no longer than 500 words and should not be a rushed afterthought as it is generally the first aspect of the project that is marked but frequently one of the weakest.

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 projects were presented 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 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 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 that 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.

Many projects were significantly over-length. The word count is clearly specified, and candidates are disadvantaged 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, rather than using a separate chapter for each methodology. Candidates need to 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.

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 a 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

Question 1

Most candidates were able to successfully demonstrate their understanding of the fundamental concepts of ‘environment’ and ‘persons’ and gave a concise definition of both concepts within the space allocated.

Better responses provided a range of different types of interactions between persons and environment that clearly identified both interaction of person with the environment and the impact of the environment on the individual. These responses also clearly and concisely illustrated the dynamic nature of the interactions between people and their differing environmental settings. The skill is to clearly and concisely illustrate these differing interactions within the space allocated.

Weaker responses contained simplistic explanations of interactions with the environment that often focused on physical environment eg rural versus city.

Question 2

This question proved to be quite challenging for some candidates who did not provide a concise and accurate definition or description of the methodology ‘content analysis’, often misrepresenting it as secondary research.

Better responses very effectively described the stages and process of content analysis providing relevant examples of the criteria they would set up for analysing TV shows, radio or print media such as sports magazines or newspapers. The type of criteria candidates mentioned included headline analysis, space devoted to articles, images of sportswomen and the type of language used.

Weaker responses made very general references to analysing, content on the internet or from books and other sources on the topic of women in sport without adequately referring to the criteria they would use for analysing the content, or included a range of methodologies from interview to observation without a detailed reference to content analysis.

Question 3

Many candidates described a social change and its impact on different groups in society. This was an acceptable response so long as candidates successfully dealt with a valid social change in a selected society.

Weaker responses selected less valid examples.

Better responses referred to a valid social change such as modernisation or westernisation or globalisation to analyse the negative and positive impact of this social change on different groups in a society selected, for example *doi moi* in Vietnam.

The better responses were able to succinctly explain the complexity of the social change and its impact, both positive and negative, on different groups in society.

Some responses focused too heavily on their social change theory without adequately considering the positive and negative impact of an identified change on various groups in a selected society. It was important to effectively address all aspects of the question and focus on ONE social change as well as account for how some groups have benefited while others have not from such change. Candidates are advised to refrain from giving a prepared response without ensuring that they are adequately addressing all parts of the question.

Question 4

Teachers and candidates need to refer to pages 31 and 32 of the syllabus, which outline the research methodologies and techniques referred to in this question. Many candidates were not familiar with the notion of techniques. ‘Observation’ was a common technique utilised by candidates. Unless this was directly related to future predictions, it did not access the higher levels of the marking guidelines. Page 32 of the syllabus covers simulation games, feasibility studies, scenario writing and the analysis of trends (forecasting). These techniques for predicting future trends needed to be covered in more detail in order to successfully answer this question.

There are still some centres that are not studying a true sovereign country, for example Bali and Tibet. Candidates must acknowledge the fact that Bali is part of Indonesia and Tibet is part of China. Also a number of candidates have utilised their group from Equality and Difference to address this question. Some candidates failed to nominate a specific country in parts (a) or (b). Candidates are advised to read the question carefully and always make the country of study very clear to the examiner. Some candidates wrote extensively about a particular technique in part (a), but then did not follow through with the application of this technique in part (b).

Better responses demonstrated high-order analysis of the social and cultural forces at work in the selected country. They correctly identified and clearly described an appropriate technique for predicting the future in their chosen country and demonstrated both positive and negative aspects of the predicted future. These were not prepared responses, but contained knowledge adapted to the set question. A theoretical component was usually integrated throughout the response, for example functionalist, conflict, and cyclical or evolutionary theories of social change.

Mid-range responses were descriptive and historical in nature. Candidates should remember that this unit focuses upon social and cultural continuity and change. It is not an opportunity to outline the history of their selected country – unless historical events impact directly upon socio-cultural change.

Weaker responses were often brief and superficial in nature and described or mentioned a future for the selected country.

Section II – Depth Studies

Question 5: Popular Culture

- (a) Better responses understood the relationship between the four distinguishing characteristics of popular culture and how they allow the popular culture to become a global agent of social change over time and culture. These candidates chose appropriate examples from one or more popular culture that reflected choices suggested within the Society and Culture syllabus document. These responses demonstrated an understanding of the directive term *assess* and the term *social change* by linking it to significant examples throughout the response. Better responses contained a variety of society and culture concepts, themes and examples that were

integrated throughout the response. The structure of these responses was sustained and logical throughout. The rubric of the question is evident in the better responses and they were generally more socially literate responses.

Weaker responses wrote about popular culture in a narrative and outlined the historical background of the chosen popular culture without clearly linking it to the four distinguishing characteristics and their contribution to social change. They attempted to make some judgements about how the four distinguishing characteristics contribute to social change but examples tended to be without detail or social literacy. These responses tended to highlight examples of ‘change’ rather than social change. They included references to examples such as fashion and food without an understanding of changes in norms, attitudes and/or behaviours associated with changes in cultural identity. Weaker responses also tended to misinterpret the question by attempting to assess how the popular culture was in fact affected by social change rather than the popular culture being an agent of social change. They did not integrate the four distinguishing characteristics explicitly or used incorrect distinguishing characteristics that are not evident in the syllabus. Popular cultures that are not connected to the syllabus recommendations did not allow for detailed assessments of social change.

It should be recommended that candidates choose an appropriate popular culture that allows for the application of the four distinguishing characteristics and that it should be a ‘genre’ rather than a ‘product’ or a ‘fad’.

- (b) Popular cultures chosen from the suggestions in the syllabus allowed candidates to create more detailed socially literate responses as they were able to explain in detail the influence of business, marketing and/or advertising on the development of one popular culture. They were able to clearly integrate the four distinguishing characteristics as stated in the syllabus to support the response, and were able to clearly make explanations of how each factor contributed to the development of the popular culture separately. They understood that business allowed for the creation and growth of the popular culture to global levels of acceptance, whilst marketing and advertising were crucial to maintaining maximum global levels of access and consumption.

Stronger responses understood development to mean how the popular culture may change in its nature due to the influence of business. Candidates used social and cultural examples rather than ‘economic’ examples. They were able to go beyond stating that the popular culture was more accessible but rather understood how the influence of business affected its development. An example, which highlighted this influence, is the way business marketing and advertising changed the ‘grass roots’ of ‘Hip Hop’ as its ‘commercialisation’ changed its nature. Better responses successfully integrated a range of popular culture concepts and themes from the society and culture syllabus. They wrote sustained, logical responses with detailed explanations of the impacts of business, marketing and advertising on the social and cultural development of the popular culture.

Weaker responses tended to be more descriptive and outlined a narrative of the background of the chosen popular culture. These responses did not link the background of the popular culture to the influence of business, marketing and or advertising. Responses tended to choose ‘inappropriate’ popular cultures that were not suggested in the syllabus. These choices were not examples of a popular culture but were merely ‘products’ or ‘fads’ and did not allow for social and cultural explanations. Weaker responses did not understand the meanings of the directive term *explain* and that the development of the popular culture needed to be related to the role of business, marketing and/or advertising. Weaker candidates used some society and culture concepts and examples but tended to explain more ‘economic’ developments rather

than social and cultural ones. Weaker responses too often wrote about the product or the popular culture with little or no consideration of how business influences the nature of the popular culture.

Question 6: Belief Systems

Better responses demonstrated a highly sophisticated, analytical and detailed understanding of both the nature and role of belief systems and their chosen focus study. Arguments were made clearly evident in the introductory sections of essays, and sustained throughout, using appropriate and specific examples. They integrated the requirements of the rubric throughout their responses.

- (a) Better candidates understood and articulated the links between ideologies and rituals and were able to cite particular examples from a range of different religious and non-religious belief systems.

Typically, responses referred to the body of doctrine, myth and symbols that comprise ideology, with a strong understanding of the links between them. Responses evaluated the degree to which ideology can positively affect persons, providing a sense of identity, belonging and purpose, as well as guidelines through which one may determine how to behave. The importance of ritual and ideology for societies was judged as promoting a sense of harmony and cohesion through shared experience and worldview. There was a very strong use of accurate examples to support this view. Better responses were highly conceptual in their approach and integrated key concepts such as values, symbols, myths, norms, customs, lifecycle and continuity and change into their assessment of the importance of ideology and ritual to persons and societies. Candidates could use their Focus Study here as well as a range of other religious and non-religious traditions.

Weaker responses tended to describe the characteristics and features of a belief system with little reference to the concepts of ideology and ritual. Inaccuracy, generalisation and stereotyping limited candidates' opportunities to develop responses appropriately.

- (b) Better responses were able to identify and apply a range of relevant concepts including authority, hierarchy, power structures, values, customs, conflict, continuity and change. They recognised the role and acceptance of dissent as well as tradition and cultural heritage. They demonstrated an awareness of the wide diversity of religious traditions and the role that cultural norms and mores play in the development of these philosophies in terms of gender roles within those systems. Responses were not required to provide equal treatment of each concept yet better responses tended to synthesise ideas and examples and depict power and gender as being intrinsically linked. Their explanations focused explicitly and deliberately on identifying the interactions between power and gender, as well as the nature and role of each.

Weaker responses did not demonstrate an understanding of the differences between religious and cultural beliefs nor the interactions between them, particularly in relation to Hinduism and Islam. A number of responses discussed the role of power and gender in either a country or culture without acknowledging the lack of homogeneity within these groups. There was also a limited understanding of the diversity within a belief system with responses merely describing the role of men and women in a particular belief system and implying a static and all-pervasive power structure.

Question 7: Equality and Difference

Better responses consistently integrated appropriate ‘equality and difference’ concepts and relevant examples. They were also able to draw upon wider syllabus-related themes to support their assessment and explanation, and also featured effective consideration of the rubric.

- (a) Better responses were able to clearly and effectively make judgments about inequality in Australian society. A range of different outcomes were assessed, with reference being made to a range of impacts and consequences of unequal access to socially valued resources – the most common references being to health, education, employment, housing and the justice system. They 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 unequal access to socially valued resources. The better 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 some impact or consequence of inequality. These responses relied too much on anecdotal examples 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 impact and consequences of such inequality. These responses did not explore the complexity of the relationship between unequal access to socially valued resources and inequality. Weaker responses simply described examples of inequality and/or its impact and/or consequences in a simplistic way, using few or no relevant course concepts.

- (b) The majority of responses effectively demonstrated their knowledge of how power and authority influenced the nature of commonality and difference. Responses were not expected to give equal treatment to commonality and difference but the better responses were able to provide a range of examples illustrating how power and authority influenced both commonality and difference in the selected society. These responses typically made evident a range of relationships between power and authority and commonality and difference.

Better responses were able to respond to this question by referring to one of the dot points listed, with ‘race’ /Indigenous Australians being used by most candidates. The better responses supported their explanation with relevant examples, citing accurate and current statistical data to highlight existing or past inequity in relation to a range of power and authority agencies.

The better 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 clearly made evident the relationship between power and authority and commonality and difference in one society. Most responses referred to Australian society, but other societies such as Indonesian, Indian and American were also included.

Weaker responses tended to focus more on the ways in which power and authority caused or effected difference, rather than commonality. These responses tended to describe the influence of power and authority on the inequality experienced by one or more social groups. The selection of examples was often anecdotal and not always relevant. These examples were not

used effectively to make clear how and/or why power and authority influenced commonality and difference. Weaker responses tended to provide a chronological account of government policy and/or legislation in relation to one or more social groups.

Question 8: Work and Leisure

- (a) Better responses understood the requirements of the term *assess*. Quality examples were cited in detail and there was evidence of secondary research that was referenced. There was a solid understanding of the key concepts of social class and education and their interrelationships and connection to work and leisure. Many candidates in this category explored future scenarios for work and leisure in conjunction with their understanding of the relationship between education, social class and work and leisure. There was a level of analysis which involved all aspects of the relationship between the key concepts in the question. These responses were conceptual in essence and drew upon not only basic concepts but also key concepts from the Work and Leisure depth study. Ideas such as identity, alienation, status, active / passive leisure, work ethic and unemployment were addressed and information was presented and synthesised. Responses were logical and sustained, clearly analysing relationships within and between social and cultural groups. A high level of social and cultural literacy was demonstrated.

Weaker responses were descriptive and did not draw out relationships and connections between social class, education and work and leisure. Basic concepts such as social class, alienation, hierarchy or status were not well understood and examples when used to support a line of thought did not reflect a sound development of social and cultural literacy. These candidates did not supply enough specific evidence to support statements; too many unsupported generalisations and judgements were made. There appeared to be a trend by some candidates to write a prepared response, which in many cases limited their ability to address the specific concepts to be answered in the question.

- (b) Better responses understood the requirement of the term *explain*. These candidates were able to clearly and logically examine, in detail, the impact of technology on communities and changes in work and leisure in one society. Candidates were able to demonstrate in a sustained and logical manner a clear understanding of the impact of a range of technologies on work and leisure in one society using specific, detailed examples and by providing accurate and relevant statistics and sources which were referenced. Candidates adopted an integrated approach to explain cause and effect and were able to incorporate many relevant concepts such as alienation, identity, conflict, status, customs, norms and values. Ideas such as the function and structure of work, redundancy and gender were examined in order to analyse relationships within or between social and cultural groups. Candidates also related possible future scenarios for the impact of technology on work and leisure.

Weaker responses found it difficult to explain the impact of technology on continuity and change in work and leisure and were generally descriptive. Arguments lacked a sustained framework and very few examples were used to support their line of thought. Concepts such as alienation, identity, conflict, status and values were often not addressed and when they were the examples used to explain their relevance to the impact on technology on work and leisure continuities were limited or generalised. Positive and negative effects of technology on work and leisure were superficially dealt with in a descriptive manner. Related ideas such as redundancy, gender and age issues were not well addressed. Possible future scenarios for the impact of technology on work and leisure were rarely addressed.

Society and Culture

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Social and Cultural Continuity and Change Part A			
1 (a)	2	Fundamental concepts	H7
1 (b)	4	Relationship between concepts	H1, H7
2 (a)	2	Methodologies	H6, H7
2 (b)	4	Application of methodologies	H6, H7
3	6	Social change	H3, H4, H5
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
Section II — Depth Studies			
5 (a)	20	Nature of popular culture	H4, H5, H7, H10
5 (b)	20	Focus study – popular culture	H3, H5, H7, H10
6 (a)	20	Nature of belief systems	H2, H3, H7, H10
6 (b)	20	Focus study – belief systems	H2, H5, H7, H10
7 (a)	20	Nature of equality and difference	H2, H3, H7, H10
7 (b)	20	Focus study – equality and difference	H2, H5, H7, H10
8 (a)	20	Nature of work and leisure	H2, H5, H7, H10
8 (b)	20	Focus study – work and leisure	H4, H5, H7, H10

2005 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change Part A

Question 1 (a)

Outcomes assessed: H7

MARKING GUIDELINES

Criteria	Marks
• Clearly defines both concepts	2
• Clearly defines one concept OR • Some understanding of both concepts	1

Question 1 (b)

Outcomes assessed: H1, H7

MARKING GUIDELINES

Criteria	Marks
• Clearly describes a range of appropriate interactions between persons and environment	4
• Describes some interactions between persons and environment	3
• Makes general links between persons and environment	2
• Makes one general point about persons and/or environment	1

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

Criteria	Marks
• Clearly defines content analysis	2
• Mentions an aspect of content analysis	1

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

Criteria	Marks
• Clearly describes how the methodology of content analysis would be used in relation to the example of women in sport	4
• Describes in general terms how the methodology would be used in relation to the example	3
• Attempts to link/relate content analysis to the example	2
• Mentions a method of research using the media	1

Question 3*Outcomes assessed: H3, H4, H5***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Clearly explains the complex relationship between a social change and its impact on different groups in societyConsiders both positive and negative impacts of social change	5–6
<ul style="list-style-type: none">Describes the relationship between social change and its impact on different groups in society	4
<ul style="list-style-type: none">Identifies a social change and outlines positive and negative impacts on groups	3
<ul style="list-style-type: none">Identifies a social change and mentions positive and/or negative impact/s on at least one group	2
<ul style="list-style-type: none">Identifies a social change	1

Section I — Social and Cultural Continuity and Change

Part B

Question 4 (a)

Outcomes assessed: H1, H4, H7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Correctly identifies and clearly describes an appropriate technique for developing predictions for the future	3
<ul style="list-style-type: none">• Identifies and describes a technique for developing predictions for the future	2
<ul style="list-style-type: none">• Identifies a technique	1

Question 4 (b)

Outcomes assessed: H1, H4, H7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed prediction of a likely future for the country of study using the selected technique• Provides clear links between the past and/or present and the future• Presents a sustained response	8–9
<ul style="list-style-type: none">• Provides a general prediction of a likely future for the country of study referring to the selected technique• Provides some links between the past and/or present and the future• Presents a coherent response	6–7
<ul style="list-style-type: none">• Provides a limited prediction of a likely future for the country of study• Provides a link between the past and/or present and the future	4–5
<ul style="list-style-type: none">• Describes a future for the selected country• Mentions the past/present	2–3
<ul style="list-style-type: none">• Mentions a future for the selected country	1

Section II — Depth Studies

Question 5 (a)

Outcomes assessed: H4, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a sound judgement about the contribution of the distinguishing characteristics of popular culture to social change, supported by specific examples, where appropriate • Integrates a range of appropriate course concepts and language to clearly demonstrate the contributions of the distinguishing characteristics of popular culture to social change • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Makes a judgement about the contribution of the distinguishing characteristics of popular culture to social change, supported by some specific examples, where appropriate • Uses appropriate course concepts and language to demonstrate the contributions of the distinguishing characteristics of popular culture to social change • Presents a sustained, well organised response 	13–16
<ul style="list-style-type: none"> • Attempts to make a judgement about the contribution of the distinguishing characteristics of popular culture to social change, supported by some examples, where appropriate • Uses some course concepts and language to describe the contributions of the distinguishing characteristics of popular culture to social change • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Outlines how the distinguishing characteristics may contribute to social change. May use some examples • Uses some concepts to outline at least one aspect of popular culture and/or social change • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Provides a limited description of popular culture and/or social change • Uses a limited number of course concepts 	1–4

Question 5 (b)

Outcomes assessed: H3, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Explains in detail the influence of business, marketing and/or advertising on the development of ONE popular culture, supported by specific examples, where appropriate. The distinguishing characteristics of popular culture are evident throughout • Integrates a range of appropriate course concepts and language to clearly demonstrate the influence of business, marketing and/or advertising on ONE popular culture • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Explains the influence of business, marketing and/or advertising on the development of ONE popular culture, supported by some specific examples, where appropriate. The distinguishing characteristics of popular culture are evident • Uses appropriate course concepts and language to demonstrate the influence of business, marketing and/or advertising on ONE popular culture • Presents a logical and well-organised response 	13–16
<ul style="list-style-type: none"> • Describes how business, marketing and/or advertising can influence the development of ONE popular culture, supported by some examples, where appropriate. Some characteristics of popular culture are included • Uses some course concepts and language to describe the influence of business, marketing and/or advertising on ONE popular culture • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Identifies how business, marketing and/or advertising can influence the development of ONE popular culture. A limited number of characteristics of popular culture are included. May use some examples • Uses some course concepts to outline the influence of business, marketing and/or advertising on ONE popular culture • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Provides a limited description of popular culture and/or business, marketing and/or advertising • Uses a limited number of course concepts 	1–4

Question 6 (a)

Outcomes assessed: H2, H3, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a sound judgement about the importance of ritual and ideology in belief systems for persons and societies, supported by specific examples, where appropriate. The nature of belief systems is evident throughout • Integrates a range of appropriate course concepts and language to clearly demonstrate the importance of ritual and ideology in belief systems for persons and societies • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Makes a judgement about the importance of ritual and ideology in belief systems for persons and societies, supported by some specific examples, where appropriate. Demonstrates an understanding of the nature of belief systems • Uses appropriate course concepts and language to demonstrate the importance of ritual and ideology in belief systems for persons and societies • Presents a sustained, and well-organised response 	13–16
<ul style="list-style-type: none"> • Attempts to make a judgement about the importance of ritual and ideology in belief systems for persons and societies, supported by some examples, where appropriate. Refers to the nature of belief systems • Uses some course concepts and language to describe the importance of ritual and ideology in belief systems for persons and societies • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Outlines how ritual and/or ideology are important for persons and/or societies. May use some examples. Makes limited reference to the nature of belief systems • Uses some course concepts to outline some aspects of ritual and/or ideology • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Gives a limited description or ideology and/or ritual in belief systems • Uses a limited number of concepts 	1–4

Question 6 (b)*Outcomes assessed: H2, H5, H7, H10***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Explains in detail the nature and role of power and gender within ONE belief system, supported by specific examples, where appropriate• Integrates a range of appropriate course concepts and language to clearly demonstrate the roles of power and gender within ONE belief system• Presents a sustained, logical and well-structured response	17–20
<ul style="list-style-type: none">• Explains the nature and role of power and gender within ONE belief system, supported by some specific examples, where appropriate• Uses appropriate course concepts and language to demonstrate the roles of power and gender within ONE belief system• Presents a logical and well-organised response	13–16
<ul style="list-style-type: none">• Describes the nature and role of power and gender within ONE belief system using some examples, where appropriate• Uses some course concepts and language to describe some roles of power and gender within ONE belief system• Presents an organised response	9–12
<ul style="list-style-type: none">• Identifies the nature and role of power and gender within ONE belief system. May use some examples• Uses some course concepts to outline at least one role of power and/or gender within ONE belief system• Presents a simple description	5–8
<ul style="list-style-type: none">• Provides a limited description of belief systems and/or power and gender• Uses a limited number of course concepts	1–4

Question 7 (a)

Outcomes assessed: H2, H3, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a sound judgement about the impact and consequences of inequality in Australian society, supported by specific examples, where appropriate. The nature of equality and difference is evident throughout • Integrates a range of appropriate course concepts and language into the response to clearly demonstrate the impact of inequality in Australian society • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Makes a judgement about the impact and consequences of inequality in Australian society, supported by some specific examples, where appropriate. The nature of equality and difference is evident • Uses appropriate course concepts and language to demonstrate the impact of inequality in Australian society • Presents a logical and well-organised response 	13–16
<ul style="list-style-type: none"> • Makes a limited judgement about the impact and consequences of inequality in Australian society, supported by some examples, where appropriate. Some aspects of the nature of equality and difference are evident • Uses some course concepts and language to describe the impact and consequences of inequality in Australian society • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Outlines some effects of inequality in Australian society. May use some examples. A limited number of aspects of the nature of equality and difference are included • Uses some course concepts to outline some effects of inequality in Australian society • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Mentions some effects of inequality and/or displays some understanding of inequality in Australian society • Uses a limited number of course concepts 	1–4

Question 7 (b)

Outcomes assessed: H2, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Explains in detail, referring to ONE or more of the listed factors, how power and authority influences the nature of commonality and difference in ONE society, supported by specific examples, where appropriate • Integrates a range of appropriate course concepts and language to demonstrate clearly how power and authority influences the nature of commonality and difference, for one or more of the listed factors in ONE society • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Explains, referring to ONE or more of the listed factors, how power and authority influences the nature of commonality and difference in ONE society, supported by some specific examples, where appropriate • Uses appropriate course concepts and language to demonstrate how power and authority influences the nature of commonality and difference, for ONE or more of the listed factors in ONE society • Presents a logical and well-organised response 	13–16
<ul style="list-style-type: none"> • Describes, referring to ONE or more of the listed factors, how power and authority influences the nature of commonality and difference in ONE society, supported by some examples, where appropriate • Uses some course concepts and language to describe how power and authority influences the nature of commonality and difference, for at least ONE or more of the listed factors in ONE society • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Identifies, referring to ONE or more of the listed factors, how power and authority influences the nature of commonality and difference in ONE society. May use some examples • Uses some course concepts to outline how power and authority influences the nature of commonality and/or difference, for one or more of the listed factors in ONE society • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Provides a limited description of power and authority and/or commonality and difference, in ONE or more of the listed factors in ONE society • Uses a limited number of course concepts 	1–4

Question 8 (a)*Outcomes assessed: H2, H5, H7, H10***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes a sound judgement about the influence of social class and education on work and leisure, supported by specific examples, where appropriate. The effects of social class and education are integrated throughout the response• Integrates a range of appropriate course concepts and language to demonstrate the influence of social class and education on work and leisure• Presents a sustained, logical and well-structured response	17–20
<ul style="list-style-type: none">• Makes a judgement about the influence of social class and education on work and leisure, supported by some specific examples, where appropriate. The effects of social class and education are evident in the response• Uses appropriate course concepts and language to demonstrate the influence of social class and education on work and leisure• Presents a logical and well-organised response	13–16
<ul style="list-style-type: none">• Attempts a judgement about the influence of social class and education on work and leisure, using some examples, where appropriate. Some effects of social class and education are included in the response• Uses some course concepts and language to describe the influence of social class and education on work and leisure• Presents an organised response	9–12
<ul style="list-style-type: none">• Outlines some effects of social class and/or education on work and leisure. May use some examples• Uses some course concepts to outline the influence of social class and/or education on work and/or leisure• Presents a simple description	5–8
<ul style="list-style-type: none">• Mentions social class and/or education and/or shows some understanding of work and leisure• Uses a limited number of course concepts	1–4

Question 8 (b)

Outcomes assessed: H4, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Explains in detail the impact of technology on continuities and changes in work and leisure in ONE society, supported by specific examples, where appropriate • Integrates a range of appropriate course concepts and language to clearly demonstrate the impact of technology on continuities and changes in work and leisure in ONE society • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Explains the impact of technology on continuities and changes in work and leisure in ONE society, supported by some specific examples, where appropriate • Uses appropriate course concepts and language to demonstrate the impact of technology on continuities and changes in work and leisure in ONE society • Presents a logical and well-organised response 	13–16
<ul style="list-style-type: none"> • Describes the impact of technology on continuities and changes in work and leisure in ONE society, supported by some examples, where appropriate • Uses some course concepts and language to describe the impact of technology on continuities and changes in work and leisure in ONE society • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Identifies the impact of technology on continuities and/or changes in work and leisure in ONE society • Uses some course concepts to outline the impact of technology on work and leisure • Presents a simple description 	5–8
<ul style="list-style-type: none"> • Provides a limited description of technology and/or work and/or leisure • Uses a limited number of course concepts 	1–4