2008 HSC Notes from the Marking Centre Society and Culture

Contents

2008 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 contains comments on candidate responses to the 2008 Higher School Certificate examination, providing an overview of candidate performance while outlining the relative strengths and weaknesses of the candidature in the written examination and the Personal Interest Project (PIP).

This document should be read in conjunction with the relevant syllabus, the 2008 Higher School Certificate examination, the 2008 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

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 the knowledge, understanding and skills they developed through studying the course. 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

Many candidates were obviously familiar with the PIP marking guidelines (available on the BOS website) and were systematic in their presentation of each component in their research project.

Outstanding projects were impressive in their academic standard of research and often in the uniqueness of topic, design or execution. These projects provided a rich analysis of the chosen topic with an 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. Candidates are reminded that each personal interest project is to be a topic of the student's own choice, be related to the course, develop appropriate methodologies, and include a cross-cultural perspective. Candidates should strive to choose topics that allow for original design and a synthesis between public and personal knowledge.

Better projects provided clear evidence of an effective research process, integrating both primary and secondary research findings, appropriate writing, editing and synthesis. 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 judgements identified in the conclusion. The log of the project provided a concise overview of the candidate's research development with a reflective analysis of methodologies that also identified potential bias, where appropriate, and critical

judgement of their research findings. A good log is a summary of the sequential development of the final product and not just diarised entries.

Weaker projects were often limited by the selection of a very broad topic or a topic that proved difficult to research over a sustained period. These projects 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 a descriptive summary of material from secondary sources about an issue, without sufficient judgement regarding research findings. Many weaker projects also relied overly on the internet without sufficient acknowledgement of sources. Carrying out 'surveys off the net' does not constitute primary research and there is a trend towards using the internet as the main source of secondary research. Log entries were often calendar entries that were simplistic overviews of each month rather than a developmental analysis or reflection on the research process, and resources were limited and poorly annotated. Weaker projects showed a poor understanding and integration of the cross-cultural component.

Candidates' choice of topic

The ethics of some research topics need to be carefully considered by teachers and candidates. Candidates should carefully read page 45 of the syllabus:

> *Should a student choose a personal interest project topic or method of research that could be considered unethical or controversial, it may be advisable to discuss the topic selection with the school's principal.*

The choice of topic should reflect a Society and Culture course investigation, not a topical narrative on a 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. However, there were still many candidates who selected large and unfocused topics, with an overemphasis on topics related to adolescence. This limited these candidates' options to pursue a clear, testable hypothesis. Such projects were often subjective and relied on unsupported generalisations.

The log

The log should be based on the student's diary, but the submitted log needs to be more than a list of events and occurrences in chronological order. It 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.

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

Presentation and structure

There are several important aspects to the presentation of the project (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, tables, photographs and diagrams 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 separate sections. These should be integrated into the overall text and discussion of the project.

Another significant issue is that many candidates do not sufficiently integrate their ideas. A common problem is that candidates make 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.

The ethics of research and the issue of plagiarism are strong considerations in assessing each project. This is particularly important 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. Candidates may wish to re-visit 'All My Own Work' to improve their referencing. Greater acknowledgement of sources is needed in the annotated bibliography.

Many candidates presented projects or components, such as the introduction or log that were significantly over the word limit. 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. Any information deemed significant to the project 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.

Methodology

Best practice is to integrate the methodologies used throughout the central material. A separate chapter for each methodology used is not an ideal model. It is vitally important to discuss the appropriateness, validity and possible biases 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.

Candidates should be reminded that using a range of methodologies both primary and secondary is a requirement of the PIP. They should not show an over-reliance on secondary research.

Better projects demonstrated an understanding of the limitations of particular research 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. Quantitative methodologies are more effective when reported visually, for example as graphs, tables or pie-charts, as well as being referred to in the central material. 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 personal unsubstantiated viewpoints. It is advisable not to attempt too many methodologies. Candidates should select an optimal number and deal with these effectively. When choosing to do online surveys, questionnaires or focus groups candidates need to be aware of the limitations and communicate these in the log or central material. They are valid research methodologies but must be evaluated and justified as a vital step in the research process.

Referencing

Candidates who produced the best PIPs were able to use a range of primary and secondary resources and both electronic and printed resources. They were able to effectively annotate these resources to demonstrate their understanding of research processes.

Candidates who produced weaker PIPs did not reference all secondary materials used and often did not reference correctly. These candidates did not provide annotations of the resources used in their resource list or the annotations provided did not comment on the usefulness or validity of the chosen resources as part of evaluating the research process. The annotations for each item in the resource list need to demonstrate a genuine analysis of the usefulness of each source.

The increasing over-reliance on internet sites means that candidates must be discerning in their process of selecting resources.

Written examination

Section I – Social and cultural continuity and change

General comments

Responses generally demonstrated an effective understanding of the key concepts *participant observation* and *questionnaire* and an awareness of the interrelationships between fundamental concepts.

Question 1

Better responses clearly defined the fundamental concepts of *environment* and *time* and demonstrated a clear understanding of the interaction between environment and time. These responses gave relevant examples of the interaction between environment and time in relation to change, past, present and future. These responses often incorporated the other fundamental concepts of *culture, society* and *persons* to illustrate clearly the interaction between *time* and *environment*.

Weaker responses attempted to give the meaning of the concepts *time* and *environment* by restating the concepts, using a weak example. These responses often only provided an example with no explanation of the interaction between the concepts. Weaker responses over-emphasised problems associated with the physical environment rather than the relationship with time. The meaning of time was often not clear in the weaker responses.

Question 2

Better responses clearly stated one characteristic of *participant observation* and one characteristic of *questionnaire*. These responses clearly identified the usefulness of either methodology in relation to the scenario of student participation in school sport. Better responses integrated a range of appropriate examples of how they would use either participant observation or questionnaires. These examples also provided several reasons for the selection of the chosen methodology.

Weaker responses confused the methodology of *participant observation* with the methodology of *observation*. These responses then tended to use participant observation inappropriately in identifying its usefulness in relation to participation in school sport. Weaker responses often gave an example of a question rather than stating a characteristic of a questionnaire. Weaker responses outlined the characteristics of the chosen methodology, rather than identifying its usefulness in relation to the scenario.

Question 3

Better responses demonstrated a clear understanding of the concept of *westernisation*. These responses discussed the inevitability of westernisation through integrating other course concepts such as globalisation, technology, acculturation and modernisation. Alternatively, some better responses clearly discussed reasons why westernisation may not be inevitable by integrating concepts such as culture, beliefs, cultural lag and cultural heritage. Better responses effectively used a range of appropriate examples to support their discussion. These responses presented a clear, sustained and well-integrated discussion.

Weaker responses demonstrated a minimal understanding of the concept of westernisation. These responses used generalised examples, often confusing the concept of globalisation with westernisation. Weaker responses presented a generalised discussion about the meaning of westernisation.

Question 4

(a)   Better responses demonstrated a clear understanding of a theory of social change and clearly provided the main features of that theory. These included the conflict, functionalist, cyclical and social evolutionary theories. These responses used their outline in part (a) to develop their answer in part (b).

Weaker responses made reference to a theory of adolescent development or a concept rather than a theory of social change. Examples of these concepts included westernisation, industrialisation, changing gender roles and globalisation. This indicates that some candidates lacked an understanding of what constitutes a theory of social change. Candidates need to ensure that they have knowledge of at least one specific and relevant theory of social change which can be applied to a country.

(b)   Better responses identified continuity or a change in their country which could be explained by their selected theory of social change. These responses applied their knowledge of the theory of social change to effectively show how and why continuity or change had occurred. These responses were detailed, coherent and applied the appropriate theory to demonstrate either continuity or change. For example functionalist theories were used to show continuity.

Weaker responses indicated that the candidate misunderstood theories of social change. These responses often suggested that the theory caused, or was a trigger for, social change in a country. They tended to describe change rather than apply a theory of social change to explain the reasons for that change. The question required candidates to explain either continuity or change. Weaker responses sometimes applied an inappropriate theory. For example, conflict theory was used to explain continuity.

Section II – Depth studies

Question 5: Popular culture

(a)   Better responses demonstrated a clear understanding of technology in relation to popular culture. These responses clearly identified the relationship between technology and all of the distinguishing characteristics of popular culture identified in the syllabus. Better responses effectively applied a range of appropriate course concepts, such as access, consumption,

globalisation and media and integrated other course concepts, issues and themes which were relevant to the question. These responses were supported by a range of appropriate examples from focus studies. Better responses chose examples from focus studies which allowed an effective examination of characteristics of the nature of popular culture and the identification of relationships between technology and popular culture. Such focus studies included rock and roll, surfing, teen movies and specific genres of television. The presentation of sustained, logical and well-structured scripts was characteristic of better responses.

Weaker responses did not demonstrate an understanding of technology in relation to the distinguishing characteristics of popular culture. These responses tended to outline or mention examples of technology but did not establish a link between technology and popular culture. The examples chosen were taken from inappropriate focus studies that limited the examination of the characteristics of popular culture. These examples tended to relate to products and businesses rather than popular cultures. Weaker responses also often resorted to descriptions of the history of popular culture. These responses did not provide an analysis. Weaker responses used a limited range of concepts and course language and generally were not well organised.

(b)   Better responses demonstrated a clear understanding of institutional power in relation to one popular culture. These responses made informed judgements about the influence of institutional power on both the acceptance and rejection of that popular culture. Better responses effectively applied a range of appropriate course concepts, such as institutional power, influence, ideology, socialisation and globalisation and integrated other course concepts, issues and themes which were relevant to the question. These responses were supported by a range of appropriate examples from one focus study guided by the syllabus document. Better responses chose examples from one focus study which allowed an effective examination of the influence of institutional power on elements of the creation, consumption, control, different perceptions, social change and future directions. A range of appropriate institutional powers were identified, such as government, media, family and other groups. The presentation of sustained, logical and well-structured scripts was characteristic of better responses.

Weaker responses did not demonstrate an understanding of institutional power and how it may affect acceptance or rejection of one popular culture. These responses tended to outline or mention examples of institutional power but did not establish a link between its influence and acceptance or rejection of one popular culture. The examples chosen were taken from inappropriate focus studies of popular culture that limited examination of the influence of institutional power. These examples tended to relate to products and businesses rather than syllabus identified popular cultures. Weaker responses also often resorted to descriptions of power and/or authority in relation to generalised elements of creation and consumption of one popular culture. These responses did not provide an assessment, used a limited range of course concepts and language and generally were not well organised.

Question 6: Belief systems

Generally responses demonstrated an effective knowledge of belief systems. While the majority of responses demonstrated a socially and culturally literate understanding of diversity within belief systems, there were a number of responses to both (a) and (b) questions which presented stereotypical descriptions of belief systems. This was particularly the case with the belief system of Islam, where responses perhaps reflected the influence of global media coverage. The challenge for candidates is to ensure they display social and cultural literacy in their responses. This requires them to have critical discernment of media and awareness of bias.

(a)   Many responses successfully demonstrated detailed knowledge and understanding of belief systems, both religious and non-religious. In better responses, candidates were able to apply this knowledge to clearly assess the impact of beliefs on societies, either by focusing on a range of belief systems or focusing on aspects within a belief system. Better responses demonstrated the application of knowledge of belief systems to accurately and effectively make informed judgements about the impact of belief systems on societies. They also demonstrated understanding of the concept of time. Better responses drew on course concepts relevant to the Belief Systems depth study such as ideology, globalisation, westernisation, worldviews, doctrine, ritual, values, acceptance, rejection, continuity and change and supported their responses with a range of appropriate and relevant examples. The best responses provided a sustained analysis of the impact of belief systems on societies across time and demonstrated excellent conceptual understanding and explanation.

Weaker responses contained more descriptive explanations of belief systems, sometimes inverting their response to describe the impact of societies on belief systems. Some weaker responses provided simplistic examples of the practices within belief systems rather than discussing the impact of belief systems on societies. These responses often provided a descriptive account of the characteristics of their selected belief system without clearly addressing the question. The treatment of some of the belief systems selected, such as Rastafarianism, Wicca and Scientology, lacked the depth required to make an informed judgement about the impact of belief systems on societies. The weakest responses provided judgements about the belief system that were more personal or stereotypical or judgemental. Candidates answering this question outside of their chosen depth study produced responses that lacked the depth of knowledge of belief systems required to effectively answer the question.

(b)   Many candidates did not clearly understand the concept of *cultural heritage*, often equating it with their chosen belief system without providing a more detailed explanation of the concept. Again, candidates were faced with the challenge to recognise the diversity within belief systems when responding to the impact of cultural heritage on gender. This was particularly the case with responses assessing the impact of cultural heritage on women in Islamic societies, and to a lesser extent in Hinduism, where stereotypes of the role of women are popularly portrayed in the media.

Better responses distinguished between cultural heritage and belief systems and demonstrated the extent to which the practice and interpretation of belief systems is shaped by cultural heritage. In better responses candidates were able to demonstrate their depth of knowledge of ONE belief system making informed judgements about the impact of cultural heritage on gender roles in that belief system, supporting their answers with a range of appropriate examples. Better responses integrated course concepts and language relevant to the Belief Systems depth study in a sustained and well-organised response to the question.

Weaker responses provided a general, often historical, description of their chosen belief system without directly addressing the question. These responses lacked integration of cultural heritage and in some cases covered a number of belief systems rather than ONE belief system. Weaker responses were not sustained and some presented a simple description with little use of course concepts and terminology. The weakest responses did not refer to a belief system, but to a culture or country instead.

Question 7: Equality and difference

Better responses consistently integrated appropriate *equality* and *difference* concepts and relevant examples. They also drew on wider syllabus-related themes to support their outline, assessment and analysis. Better responses also featured effective consideration of the rubric.

(a)   Better responses clearly defined inequality as 'lack of access to socially valued resources such as education, employment, housing, health etc'. Most candidates were able to identify and describe more than two ways to reduce inequality including legislation, community initiatives, welfare systems and affirmative action policies.

Legislation featured as the most common way to reduce inequality and better responses listed a range of Federal and State Acts such as the Anti-Discrimination Act and the Racial Discrimination Act. In addition, better responses made judgements about the effectiveness or ineffectiveness of such legislation. They used specific, relevant and contemporary examples of community initiatives, welfare programs and affirmative action policies.

These responses also consistently integrated appropriate equality and difference concepts and relevant examples and drew upon wider syllabus related themes to support their evaluations and judgements. The best responses demonstrated awareness that ways to reduce inequality need to be considered in combination, that a single strategy can do little to redress inequality.

Mid-range responses clearly identified and described inequality, citing many examples and case studies of unequal treatment and lack of access to socially valued resources. However, they did not focus on the explicit nature of the question and merely described ways of reducing inequality without making judgements about their effectiveness or ineffectiveness.

Weaker responses did not clearly identify any of the strategies listed in the syllabus, instead referring to generalised ideas of reducing inequality such as education for all, reducing racism and providing work for everyone. They did not evaluate these strategies using statistics and other data as evidence of reduction. These responses used few or no relevant course concepts.

(b)   Better responses identified in their introductions the chosen society and the area of social differentiation. *Social differentiation* was clearly defined as 'criteria used to divide society into groups according to perceived differences'. Such responses drew out the meanings of change or lack of change and commented on implications of changes or continuities. Responses needed to establish a reference point in the past in the relationships within and between socially different groups, then outline or describe key events, issues or problems within these relationships over time. Better responses demonstrated a sophisticated understanding and effective integration of relevant course concepts in logical, sustained and well-structured answers.

Mid-range responses were clearly descriptive of a social group in society experiencing inequality, prejudice or discrimination. It seemed these responses were prepared answers which did not respond to the requirements of the question. While they were sustained, well structured and logical, they did not provide an analysis of change or continuity.

Weaker responses did not clearly define the term *social differentiation* or use areas of difference in the correct context. Candidates could list examples of prejudice and discrimination but did not comment on change for a particular group. Responses were not sustained and lacked sufficient course concepts and content knowledge of a focus study.

Question 8: Work and leisure

(a)   Better responses made connections between class and its influence upon attitudes toward employment and unemployment, and then went further and made reasoned judgements about that influence. They showed an awareness of the changing nature of class according to its historical context and an understanding of theory. Case study material was clearly linked to the argument presented and other relevant course concepts were incorporated. These responses could discern the stereotypical nature of many of the attitudes held within society toward employment and unemployment and include this in their assessment. Leisure and work were considered. Overall these responses were well organised and maintained a sustained focus.

Weaker responses often provided a simple description of case study material or personal experience. They showed few if any links between class and its influence on attitudes toward employment and unemployment. Judgements that were made were often based upon unfounded stereotypical views with no apparent awareness of the limitations of this approach. These responses did not incorporate other course concepts and the case study material used was often of little relevance.

(b)   Better responses outlined a number of relevant examples of conflict, usually of quite different types, within both work and leisure, and then made clear and informed judgements about the impact of those examples of conflict. They often described and evaluated conflicts from historical and theoretical perspectives. Areas of conflict included those related to gender, industrial disputes, class and work–life balance. Conflict in both work and leisure was considered. The judgements made displayed a balanced and measured approach with an avoidance of simple generalisations. These responses were methodical and clearly focused.

Weaker responses usually described areas of conflict with little or no judgements made about the impact of those conflicts. The judgements that were made were too often based upon simplistic generalisations or stereotypes. Some responses focused on very specific, sometimes anecdotal, conflicts that provided little scope for making judgements about conflict on a more general level. These responses did not use other course concepts enough and often their arguments were lacking in focus.

Society and Culture

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Social and Cultural Continuity and Change Part A			
1 (a)	2	Fundamental concepts	H1, H7
1 (b)	4	Fundamental concepts	H1, H7
2 (a)	2	The Nature of Social and Cultural Research Methodologies	H6, H7
2 (b)	4	The Nature of Social and Cultural Research Methodologies	H6,H7
3	6	The Nature of Social and Cultural Continuity and Change	H3, H4, H7
Section I — Social and Cultural Continuity and Change Part B			
4 (a)	4	Social and Cultural Continuity and Change in a Selected Country	H1, H4
4 (b)	8	Social and Cultural Continuity and Change in a Selected Country	H1, H4, H7
Section II — Depth Studies			
5 (a)	20	Popular Culture	H2, H3, H4, H5, H7
5 (b)	20	Popular Culture	H2, H3, H4, H5, H7
6 (a)	20	Belief Systems	H2, H3, H4, H5, H7
6 (b)	20	Belief Systems	H2, H3, H4, H5, H7
7 (a)	20	Equality and Difference	H2, H3, H4, H5, H7
7 (b)	20	Equality and Difference	H2, H3, H4, H5, H7
8 (a)	20	Work and Leisure	H2, H3, H4, H5, H7
8 (b)	20	Work and Leisure	H2, H3, H4, H5, H7

BOARD OF STUDIES
NEW SOUTH WALES

2008 HSC Society and Culture
Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Society and Culture, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

(1)   as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and

(2)   in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Section I — Social and Cultural Continuity and Change
Part A

Question 1 (a)

Outcomes assessed: H1, H7

MARKING GUIDELINES

Criteria	Marks
• Shows a clear understanding of the course concepts of environment and time	2
• Shows a clear understanding of either the course concept of environment OR • the course concept of time OR • Limited understanding of BOTH the course concepts of environment and time	1

Answers could include:

- Environment – could include reference to a physical setting or social setting

- Time – could make reference to changes from the past to the present or future. Time is not static and could be linked to continuity and/or change

Question 1 (b)

Outcomes assessed: H1, H7

MARKING GUIDELINES

Criteria	Marks
• Clearly states the interaction between environment and time, supported by an appropriate example	4
• Indicates the interaction between environment and time, supported by an example	3
• Writes in general terms about the interaction between environment and time	2
• Mentions some information about environment and/or time	1

Answers could include:

- The interaction between environment and time is a dynamic interaction. Over time environments change physically and/or socially eg the change in social values in Australian society over the past 40 years

- The concept of time can vary according to the physical and/or social environment

Question 2 (a) (i)

Outcomes assessed: H6, H7

MARKING GUIDELINES

Criteria	Marks
• States ONE characteristic of participant observation and ONE characteristic of questionnaire	2
• States ONE characteristic of participants observation	1

Answers could include:

Participant observation
- Researcher is immersed in the action being observed
- Qualitative
- Micro study
- Primary methodology

Question 2 (a) (ii)

Outcomes assessed: H6, H7

MARKING GUIDELINES

Criteria	Marks
• States ONE characteristic of participant observation and ONE characteristic of questionnaire	2
• States ONE characteristic of questionnaire	1

Answers could include:

Questionnaire
- Instrument for collecting data from a large or diverse sample
- Could be either quantitative or qualitative
- Researcher not always present when questionnaire is distributed

Question 2 (b)

Outcomes assessed: H6, H7

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies reasons for and/or against the usefulness of EITHER participant observation or questionnaire to investigate student participation in school sport	4
• Identifies some reasons for and/or against the usefulness of the chosen methodology to investigate student participation in school sport	3
• Writes in general terms about the use of the chosen methodology to investigate student participation in school sport	2
• Mentions briefly the use of the chosen methodology	1

Answers could include:

• Participant observation
  – useful because it allows the researcher to be involved in sport while observing interactions and gaining insights into participation in school sport

  and/or

  – less useful due to time required for research

                    OR

• Questionnaire
  – useful because it allows for a large and diverse sample group of students taking part in school sport to be investigated. This would allow for patterns of student participation to be investigated

  and/or

  – usefulness may be limited by the period of time required to collect enough data for the questionnaire to be valid

Question 3

Outcomes assessed: H3, H4, H7

MARKING GUIDELINES

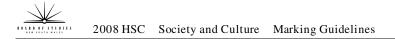| Criteria	Marks
• Demonstrates a clear understanding of the concept of westernisation and other appropriate course concepts • Clearly states detailed points for and/or against the statement, using a range of appropriate examples	5–6
• Demonstrates an understanding of the concept of westernisation and may include other appropriate course concepts • Provides points for and/or against the statement, using appropriate examples	4
• Shows some understanding of the concept of westernisation • Provides points for and/or against the statement, using at least one example	3
• Mentions westernisation • Provides points for and/or against the statement	2
• Makes a general statement about westernisation	1

Answers could include:

• Westernisation is a form of modernisation in which the methods and values of western industrial capitalism are the basis of the changes that are occurring.

• Westernisation is inevitable due to acculturation where communication and economic systems become linked globally, allowing for enculturation of western culture to occur.

• Westernisation is not inevitable due to the forces of continuity of traditions based on such things as religion, custom, belief system and norms which actively prevent or slow down westernisation, eg the caste system in India.

• Students could draw on a range of examples from any society eg Vietnamese adopting western dress codes and behaviours as a direct result of westernisation.

Question 4 (a)

Outcomes assessed: H1, H4

MARKING GUIDELINES

Criteria	Marks
• Clearly provides the main features of ONE theory of social change	4
• States some features of ONE theory of social change OR • Writes in general terms about ONE theory of social change	2–3
• Mentions ONE theory of social change	1

Answers could include:

• Theories of social change could include, cyclical, conflict/Marxist, functionalist/modernisation

• Example of features: Marxist/conflict theory is based on economic conflict between capitalist and workers due to differences in economic interests, feeling of exploitation, political struggle leading to change

Question 4 (b)

Outcomes assessed: H1, H4, H7

MARKING GUIDELINES

Criteria	Marks
• Effectively uses the theory of social change to clearly show how and/or why continuity or change occurs/has occurred within a country, using appropriate examples • Presents a detailed and coherent response	7–8
• Uses the theory of social change to show how and/or why continuity or change occurs/has occurred within a country, using examples • Presents a coherent response	5–6
• Relates the theory of social change to a continuity or change within a country, may provide an example OR • Outlines a theory of social change within a country	3–4
• Mentions a theory of social change OR • Mentions a continuity or change	1–2

Section II — Depth Studies

Question 5 (a)

Outcomes assessed: H2, H3, H4, H5, H7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of technology in relation to popular culture • Clearly identifies the relationship between technology and the distinguishing characteristics of popular culture, supported by a range of appropriate examples • Effectively applies the concept of technology as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response	17–20
• Demonstrates a sound understanding of technology in relation to popular culture • Identifies the relationship between technology and some of the distinguishing characteristics of popular culture, supported by appropriate examples • Applies the concept of technology as well as other appropriate course concepts and language • Presents a logical and well-organised response	13–16
• Demonstrates some understanding of technology in relation to popular culture • Describes how technology may affect some of the distinguishing characteristics of popular culture, supported by an example • Uses the concept of technology and some other course concepts and language • Presents an organised response	9–12
• Presents a description of technology in relation to popular culture • Outlines how technology may affect at least one of the distinguishing characteristics of popular culture, may use an example • Uses some course concepts and language	5–8
• Mentions technology and/or other course concepts • Gives a limited description of popular culture	1–4

Answers could include:

• Local–National–Global–communication technology allows for the popular culture to grow and spread its influence

• Changing and evolving technology over time increases and changes the popular culture to evolve into a more interactive process

• Eg Global media – TV, internet, film as the means by which the distinguishing characteristics of popular culture emerge

• Technology allows for global production and greater distribution for the products associated with popular culture

Question 5 (b)

Outcomes assessed: H2, H3, H4, H5, H7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of institutional power in relation to ONE popular culture • Makes an informed judgement about the influence of institutional power on the acceptance and rejection of ONE popular culture, supported by a range of appropriate examples • Effectively applies the concept of institutional power as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response	17–20
• Demonstrates a sound understanding of institutional power in relation to ONE popular culture • Makes a sound judgement about the influence of institutional power on the acceptance and/or rejection of ONE popular culture, supported by appropriate examples • Applies the concept of institutional power as well as other appropriate course concepts and language • Presents a logical and well-organised response	13–16
• Demonstrates some understanding of institutional power in relation to ONE popular culture • Describes the influence of institutional power on the acceptance and/or rejection of ONE popular culture, supported by an example • Uses the concept of institutional power and some other course concepts and language • Presents a description of institutional power in relation to ONE popular culture	9–12
• Presents a description of institutional power in relation to ONE popular culture • Outlines how institutional power may affect acceptance and/or rejection of ONE popular culture, may use some examples • Uses some course concepts and language	5–8
• Mentions institutional power and/or other concepts • Presents a limited description of popular culture	1–4

Answers could include:

• The institutional power of the stakeholders (owners, government, audience, family, church etc) resides in their role as the controllers of the popular culture. They are able to use their authority to bring about acceptance and rejection of the popular culture and its associated values, for example the government uses censorship laws to bring about both acceptance and rejection of film and music.

Question 6 (a)

Outcomes assessed: H2, H3, H4, H5, H7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of beliefs in relation to societies • Makes an informed judgement about the impact of beliefs on societies across time, supported by a range of appropriate examples • Effectively applies the concept of beliefs as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response	17–20
• Demonstrates a sound understanding of beliefs in relation to societies • Makes a sound judgement about the impact of beliefs on societies across time, supported by appropriate examples • Applies the concept of beliefs as well as other appropriate course concepts and language • Presents a logical and well-organised response	13–16
• Demonstrates some understanding of beliefs in relation to societies • Describes the impact that beliefs have on societies, supported by an example • Uses the concept of beliefs and some other course concepts and language • Presents an organised response	9–12
• Presents a description of belief systems in societies • Outlines how beliefs may affect societies, may use an example • Uses some course concepts and language	5–8
• Gives a limited description of beliefs • May mention other course concepts	1–4

Question 6 (b)

Outcomes assessed: H2, H3, H4, H5, H7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates clear understanding of cultural heritage in relation to ONE belief system • Makes an informed judgement about the impact of cultural heritage on gender roles in ONE belief system, supported by a range of appropriate examples • Effectively applies the concept of cultural heritage as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response	17–20
• Demonstrates a sound understanding of cultural heritage in relation to ONE belief system • Makes a sound judgement about the impact of cultural heritage on gender roles in ONE belief system, supported by appropriate examples • Applies the concept of cultural heritage as well as other appropriate course concepts and language • Presents a logical and well-organised response	13–16
• Demonstrates some understanding of cultural heritage in relation to ONE belief system • Describes the impact of cultural heritage on gender roles in ONE belief system, supported by an example • Uses the concept of cultural heritage and some other course concepts and language • Presents an organised response	9–12
• Presents a description of cultural heritage in relation to ONE belief system • Outlines how cultural heritage may affect gender roles in ONE belief system, may use some examples • Uses some course concepts and language	5–8
• Mentions cultural heritage and/or other concepts • Presents a limited description of gender roles	1–4

Answers could include:

- Examples of how gender roles within the belief system can vary, depending on the cultural heritage of the society in which they operate.
- An explanation of how in contemporary society traditional gender roles remain within a belief system due to cultural heritage.
- Reference to conflict between traditional gender roles and contemporary gender roles.

Question 7 (a)

Outcomes assessed: H2, H3, H4, H5, H7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of inequality in society • Makes an informed judgement about ways to reduce inequality, supported by a range of appropriate examples • Effectively applies the concepts of inequality as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response	17–20
• Demonstrates a sound understanding of inequality in society • Makes a sound judgement about the ways to reduce inequality, supported by appropriate examples • Attempts to integrate the concept of inequality as well as other appropriate course concepts and language • Presents a logical and well-organised response	13–16
• Demonstrates some understanding of inequality in society • Describes at least one way to reduce inequality, supported by an example • Uses the concept of inequality and some other course concepts and language • Presents an organised response	9–12
• Presents a description of inequality in society • Outlines at least one way to reduce inequality, may use an example • Uses some course concepts and language	5–8
• Mentions inequality and/or other course concepts • Gives a limited description of inequality	1–4

Answers could include:

- Equality refers to the idea that all human beings have equal standing and that they have equal opportunity and access to socially valued resources
- Inequality refers to unequal treatment of people in society, unequal opportunity and access to socially valued resources

Ways to reduce inequality could include:
  – Legislation eg Racial Discrimination Act 1972
  – Affirmative action and/or positive discrimination
  – Community initiatives eg Habitat for Humanity and NGOs – Care Australia
  – Welfare systems eg pensions

Question 7 (b)

Outcomes assessed: H2, H3, H4, H5, H7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of social differentiation in ONE society • Clearly draws out and relates the implications of change in social differentiation in relation to ONE area in ONE society, supported by appropriate examples • Effectively applies the concept of social differentiation as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response	17–20
• Demonstrates a sound understanding of social differentiation in ONE society • Draws out and relates the implications of change in social differentiation in relation to ONE area in ONE society, supported by examples • Applies the concept of social differentiation as well as other appropriate course concepts and language. • Presents a logical and well-organised response	13–16
• Demonstrates some understanding of social differentiation in ONE society • Describes change in social differentiation in relation to ONE area in ONE society, supported by an example • Uses the concept of social differentiation and some other course concepts and language • Presents an organised response	9–12
• Presents a description of social differentiation in ONE society • Outlines change in social differentiation in relation to ONE area in ONE society, may use an example • Uses some course concepts and language	5–8
• Mentions social differentiation and/or other course concepts • Gives a limited description of equality and/or difference	1–4

Answers could include:

- Social differentiation – criteria used to divide society into groups according to perceived differences between groups
- Comment on change or continuity, ie give reasons for change or lack of change
- In analysing change, there could be a reference to conflict in the process of change

Question 8 (a)

Outcomes assessed: H2, H3, H4, H5, H7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of class in relation to work and leisure • Makes an informed judgement about how class influences social attitudes towards employment and unemployment, supported by appropriate examples • Effectively applies the concept of class as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response	17–20
• Demonstrates a sound understanding of class in relation to work and leisure • Makes a sound judgement about how class influences social attitudes towards employment and unemployment, supported by examples • Applies the concept of class as well as other appropriate course concepts and language • Presents a logical and well-organised response	13–16
• Demonstrates some understanding of class in relation to work and/or leisure • Describes how class influences social attitudes towards employment and unemployment, supported by an example • Uses the concept of class and some other course concepts and language • Presents an organised response	9–12
• Presents a description of class • Outlines how class may influence social attitudes towards employment and/or unemployment, may use an example • Uses some course concepts	5–8
• Mentions class and/or other course concepts • Gives a limited description of employment and/or unemployment	1–4

Answers could include:

- Class: may refer to upper class, middle class, working class and under class. Could refer to Marx or Weber

- Influences: may be seen as attempts to retain/maintain existing employment (status quo) or struggle/demand changes eg capitalists wanting to retain while workers seeking changes or vice versa

Question 8 (b)

Outcomes assessed: H2, H3, H4, H5, H7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of conflict in relation to work and leisure in ONE society • Makes an informed judgement about the impact of conflict upon work and leisure in ONE society, supported by appropriate examples • Effectively applies the concept of conflict as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response	17–20
• Demonstrates a sound understanding of conflict in relation to work and leisure in ONE society • Makes a sound judgement about the impact of conflict upon work and leisure in ONE society, supported by examples • Applies the concept of conflict as well as other appropriate course concepts and language • Presents a logical and well-organised response	13–16
• Demonstrates some understanding of conflict in relation to work and/or leisure in ONE society • Describes the impact of conflict upon work and leisure in ONE society, supported by an example • Uses the concept of conflict and some other course concepts and language • Presents an organised response	9–12
• Presents a description of conflict in relation to work and/or leisure in ONE society • Outlines how conflict may affect work and/or leisure in ONE society, may use an example • Uses some course concepts and language	5–8
• Mentions conflict and/or other course concepts • Gives a limited description of work and/or leisure	1–4

Sample answer/Answers could include:

- Conflict – a disagreement between two parties, eg different stakeholders (based on differences in interest).
- Conflict can occur between employers and/or employees and/or governments and/or groups.
- Conflict can lead to disruption within society eg strikes, community unrest, bans.
- Conflict could lead to positive outcomes eg return of South Sydney to the ARL.