

2009 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change Part A

Question 1 (a) (i)

Outcome assessed: H7

MARKING GUIDELINES

Criteria	Marks
• Shows an understanding of the concept of power	1

Question 1 (a) (ii)

Outcome assessed: H7

MARKING GUIDELINES

Criteria	Marks
• Shows an understanding of the concept of authority	1

Question 1 (b)

Outcomes assessed: H1, H7

MARKING GUIDELINES

Criteria	Marks
• Uses at least one example that clearly demonstrates the difference between power AND authority	4
• Uses at least one example that identifies the difference between power and authority	3
• Provides at least one example that attempts to identify the difference between power and authority	2
• Mentions some additional information about power and/or authority not given in part (a)	1
OR	
• Mentions an example of power or authority	

Question 2 (a) (i)

Outcome assessed: H6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> States ONE characteristic of focus group as a methodology 	1

Question 2 (a) (ii)

Outcome assessed: H6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> States ONE characteristic of observation as a methodology 	1

Question 2 (b)

Outcomes assessed: H6, H7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed information about how the use of the chosen methodology could be used to investigate the use of technology in a school 	4
<ul style="list-style-type: none"> Provides relevant information about how the use of the chosen methodology could be used to investigate the use of technology in a school 	3
<ul style="list-style-type: none"> Writes in general terms about the use of the chosen methodology to investigate the use of technology in a school, may briefly refer to both methodologies 	2
<ul style="list-style-type: none"> Mentions briefly the use of the chosen methodology or both methodologies 	1

Question 3 (a)

Outcomes assessed: H1, H4, H7

MARKING GUIDELINES

Criteria	Marks
• Shows an understanding of BOTH micro world and macro world	2
• Shows an understanding of EITHER micro world or macro world OR • Limited understanding of both micro world and macro world	1

Question 3 (b)

Outcomes assessed: H1, H4, H7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of the impact on the student's micro world of a change in the macro world	4
• Demonstrates knowledge of the impact on the student's micro world of a change in the macro world	3
• Writes in general terms about change in the macro world and their micro world	2
• Mentions some information about change in the macro world and/or change in the micro world	1

Section I — Social and Cultural Continuity and Change

Part B

Question 4 (a)

Outcomes assessed: H1, H3, H4, H7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates sound understanding of both concepts 	3
<ul style="list-style-type: none"> Demonstrates an understanding of ONE concept OR <ul style="list-style-type: none"> Demonstrates some understanding of BOTH concepts 	2
<ul style="list-style-type: none"> Makes a general statement about ONE or BOTH concepts 	1

Question 4 (b)

Outcomes assessed: H1, H3, H4, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes an informed judgement about the impacts of continuity and change in the selected country, with reference to one of the features Presents a detailed and coherent response 	8–9
<ul style="list-style-type: none"> Makes some judgement about the impacts of continuity and change in the selected country and refers to one of the features Presents a coherent response 	5–7
<ul style="list-style-type: none"> Provides a description about the impact of continuity and/or change in the selected country, mentions at least one of the features 	3–4
<ul style="list-style-type: none"> Makes a general statement about continuity and/or change in the selected country OR <ul style="list-style-type: none"> Mentions one of the features in the selected country 	1–2

Section II — Depth Studies

Question 5 (a)

Outcomes assessed: H2, H3, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates substantial knowledge of their own interaction with popular culture • Clearly illustrates the relationship between themselves and popular culture, supported by a range of appropriate examples • Effectively applies a range of appropriate course concepts and language • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound knowledge of their own interaction with popular culture • Identifies the relationship between themselves and popular culture, supported by appropriate examples • Applies appropriate course concepts and language • Presents a detailed and structured response 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge of their own interaction with popular culture • Attempts to identify the relationship between themselves and popular culture, supported by examples • Uses course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge of their own interaction with popular culture • Mentions the relationship between themselves and popular culture, may use an example • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Mentions an aspect of popular culture and/or their own experience with popular culture • May mention course concepts 	1–4

Question 5 (b)

Outcomes assessed: H2, H3, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates substantial knowledge of the contribution of ONE popular culture to social change • Clearly identifies issues and provides points for and/or against the contribution of popular culture to social change, supported by a range of appropriate examples • Effectively applies a range of appropriate course concepts and language • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound knowledge of the contribution of ONE popular culture to social change • Identifies issues and provides points for and/or against the contribution of popular culture to social change, supported by appropriate examples • Applies appropriate course concepts and language • Presents a detailed and structured response 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge of the contribution of ONE popular culture to social change • Attempts to identify issues and provides points for and/or against the contribution of popular culture to social change, supported by examples • Uses course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge of the contribution of ONE popular culture to social change • Mentions issues and may provide points for and/or against the contribution of popular culture to social change, may use an example • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Mentions an aspect of popular culture and/or social change • May mention course concepts 	1–4

Question 6 (a)

Outcomes assessed: H2, H3, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates substantial knowledge of ritual and belief systems • Clearly illustrates the relationship between the nature and role of ritual in belief systems, supported by a range of appropriate examples • Effectively applies the concept of ritual as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound knowledge of ritual and belief systems • Identifies the relationship between the nature and role of ritual in belief systems, supported by appropriate examples • Applies the concept of ritual as well as other appropriate course concepts and language • Presents a detailed and structured response 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge of ritual and belief systems • Attempts to identify the relationship between the nature and role of ritual in belief systems, supported by examples • Uses the concept of ritual and other course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Presents a description of ritual and/or belief systems in societies • Mentions how ritual may affect societies, may use an example • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Gives a limited description of ritual or beliefs • May mention course concepts 	1–4

Question 6 (b)

Outcomes assessed: H2, H3, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates substantial knowledge of at least ONE belief system • Makes an informed judgement about the impact of globalisation on at least ONE belief system, supported by a range of appropriate examples • Effectively applies the concept of globalisation and a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound knowledge of at least ONE belief system • Makes a sound judgement about the impact of globalisation on at least ONE belief system, supported by appropriate examples • Applies the concept of globalisation and other appropriate course concepts and language • Presents a detailed and structured response 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge of at least ONE belief system • Describes some impact of globalisation on at least ONE belief system, supported by examples • Uses the concept of globalisation and other course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Presents a description of at least ONE belief system • Mentions some impact of globalisation on at least ONE belief system, may use an example • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Gives a limited description of a belief system • May mention course concepts 	1–4

Question 7 (a)

Outcomes assessed: H2, H3, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates substantial knowledge of the ideal of equality • Clearly identifies issues and provides points for and/or against the extent to which the ideal of equality is shared by all Australians, supported by a range of appropriate examples • Effectively applies the ideal of equality as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound knowledge of the ideal of equality • Identifies issues and provides points for and/or against the extent to which the ideal of equality is shared by all Australians, supported by appropriate examples • Applies the ideal of equality as well as other appropriate course concepts and language • Presents a detailed and structured response 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge of equality • Attempts to identify issues and provides points for and/or against the extent to which equality is shared by all Australians, supported by examples • Uses equality and other course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Identifies some aspect of equality • Mentions equality/inequality in society, may use an example • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Mentions an aspect of equality • May mention course concepts 	1–4

Question 7 (b)

Outcomes assessed: H2, H3, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates substantial knowledge of difference within ONE society • Clearly illustrates how/why factors influence difference with reference to the chosen area • Effectively applies difference as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Demonstrates sound knowledge of difference within ONE society • Illustrates how/why factors influence difference with reference to the chosen area • Applies difference as well as other appropriate course concepts and language • Presents a detailed and structured response 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge of difference within ONE society • Identifies factors that influence difference within ONE society, supported by examples • Uses other course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Demonstrates basic knowledge of difference • Mentions the influence of difference within ONE society, may use an example • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Gives a limited description of difference • May mention course concepts 	1–4

Question 8 (a)

Outcomes assessed: H2, H3, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates substantial understanding of continuities and changes in social attitudes towards leisure • Clearly states reasons for continuities and changes in social attitudes towards leisure, supported by a range of appropriate examples • Effectively applies a range of appropriate course concepts and language • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of social attitudes towards leisure • States reasons for continuities and changes in social attitudes towards leisure, supported by appropriate examples • Applies appropriate course concepts and language • Presents a detailed and structured response 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of social attitudes towards leisure • Identifies some continuities and/or changes in leisure, supported by examples • Uses course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Mentions social attitudes towards leisure • Identifies some continuities or changes in leisure, may use an example • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Gives a limited description of leisure • May mention course concepts 	1–4

Question 8 (b)

Outcomes assessed: H2, H3, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates substantial understanding of work and leisure within at least ONE society • Clearly illustrates the impact of work and leisure on at least ONE society, supported by a range of appropriate examples • Effectively applies a range of appropriate course concepts and language • Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of work and leisure within at least ONE society • Illustrates the impact of work and leisure on at least ONE society, supported by appropriate examples • Applies appropriate course concepts and language • Presents a detailed and structured response 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of work and leisure within at least ONE society • Identifies the relationship between work and leisure on ONE society, supported by examples • Uses course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Presents a description of work and/or leisure within at least ONE society • Mentions the impact of work and/or leisure on at least ONE society, may use an example • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Gives a limited description of work and/or leisure • May mention course concepts 	1–4

Society and Culture

2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Social and Cultural Continuity and Change			
Part A			
1 (a) (i)	1	Course concepts	H7
1 (a) (ii)	1	Course concepts	H7
1 (b)	4	Course concepts	H1, H7
2 (a) (i)	1	The Nature of Social and Cultural Research Methodologies	H6
2 (a) (ii)	1	The Nature of Social and Cultural Research Methodologies	H6
2 (b)	4	The Nature of Social and Cultural Research Methodologies	H6, H7
3 (a)	2	The Nature of Social and Cultural Continuity and Change	H1, H4, H7
3 (b)	4	The Nature of Social and Cultural Continuity and Change	H1, H4, H7
Section I — Social and Cultural Continuity and Change			
Part B			
4 (a)	3	Social and Cultural Continuity and Change in a Selected Country	H1, H3, H4, H7
4 (b)	9	Social and Cultural Continuity and Change in a Selected Country	H1, H3, H4, H7, H10
Section II — Depth Studies			
5 (a)	20	Popular Culture	H2, H3, H7, H10
5 (b)	20	Popular Culture	H2, H3, H7, H10
6 (a)	20	Belief Systems	H2, H3, H7, H10
6 (b)	20	Belief Systems	H2, H3, H7, H10
7 (a)	20	Equality and Difference	H2, H3, H7, H10
7 (b)	20	Equality and Difference	H2, H3, H7, H10
8 (a)	20	Work and Leisure	H2, H3, H7, H10
8 (b)	20	Work and Leisure	H2, H3, H7, H10