

2009 HSC Society and Culture

Sample Answers

This document contains ‘sample answers’, or, in the case of some questions, ‘answer may include’. These are developed by the examination committee for two purposes. The committee does this:

- (a) as part of the development of the examination paper to ensure the questions will effectively assess students’ knowledge and skills, and
- (b) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The ‘sample answers’ or similar advice, are not intended to be exemplary or even complete responses. They have been reproduced in their original form as part of the examination committee’s ‘working document’. While the handwritten notes have been typed for legibility, no further editorial change or addition has occurred.

Section I — Social and Cultural Continuity and Change

Part A

Question 1 (a) (i)

Answers could include:

- The ability to get someone to do something that they would not normally want to do.
- The capacity to influence others to a point of view or action to which they would not normally accede.

Question 1 (a) (ii)

Answers could include:

- The legitimate use of power.
- The right to determine, adjudicate or otherwise settle issues and disputes in society.

Question 1 (b)

Answers could include:

- A separate example could be used for each concept that demonstrates the difference e.g. kidnapper having power and teachers having authority
- A single example could demonstrate the difference between the two concepts e.g. power and authority figures in a school
- Different forms of power and authority could include economic, physical, judicial, and institutional.

Question 2 (a) (i)***Answers could include:***

- A group discussion about a topic
- A primary methodology
- Researcher leads the group
- A qualitative methodology
- Has between 3 to 8 persons.

Question 2 (a) (ii)***Answers could include:***

- Watching behaviours and taking notes
- Researcher is a passive observer
- A primary methodology
- A qualitative and/or quantitative methodology.

Question 2 (b)***Answers could include***

May refer to any form of technology.

- Focus group
 - Students and/or teachers could meet as a group to discuss how technology is used in a school
and/or
 - The researcher would write a schedule of questions, organise participants and select a suitable time and place
and/or
 - A recording device may be used to record the session for later analysis.

OR

- Observation
 - Researcher could gain permission to sit in on a sample of classes to observe the use of technology in the school
and/or
 - Information is recorded for later analysis. A variety of different ways could be used e.g. note-taking, video, audio recording
and/or
 - The researcher does not need to be a member of the school community being researched.

Question 3 (a)***Answers could include:***

- Micro world is a person's immediate world and can include peer group, family and school.
- Macro world is systems in the wider society that help to manage the society and can include the media, law, workplace and/or government.

Question 3 (b)***Answers could include:***

- Current economic crisis has led to one parent losing their job, resulting in changes to family dynamics.
- Introduction of new technologies has led to a difference in the way the student interacts with peers, family and school.
- Government decision to build a new freeway may lead to the student having more leisure time to spend with family or peer group.
- Increased government funding of university places may encourage student to work harder at school.

Section I — Social and Cultural Continuity and Change

Part B

Question 4 (a)

Answers could include:

- Continuity
 - Aspects of society that remain the same
 - Using tradition to maintain the status quo.
- Change
 - Aspects of society that differ over time
 - Break from tradition
 - Introduction of new practices
 - Realignment of societal values/practices.

Question 4 (b)

Answers could include:

With reference to education as a feature:

- Change
 - Impact of technology
 - Loss of traditional skills
 - Pressure for increased access to tertiary education
 - High participation rates and achievements by girls.
- Continuity
 - In some countries curriculum is controlled by the state
 - Education boards are still largely controlled by men.

Section II — Depth Studies

Question 5 (a)

Answers could include:

- Acknowledgement that interaction is a two-way process
- May show how their interaction with popular culture has changed over time, or provide a detailed analysis of their present interaction with popular culture
- Contribution of popular culture to personal identity
- Impact of technology on their interaction with popular culture
- Impact of globalisation on their interaction with popular culture.

Question 5 (b)

Answers could include:

Positive and negative contributions of ONE popular culture to any of the following:

- Institutional power
- Influence of the media
- Changes within the micro world - relationships within family, peer groups, schools
- Increasing westernisation/cultural homogeneity
- Adoption of technology
- Generational differences.

Question 6 (a)

Answers could include:

- Belief systems refer to both religious and non-religious systems e.g. socialism and environmentalism
- Roles may be understood to mean needs, functions and purposes, including emotional needs and social needs
- Ritual can be understood to mean actions and practices, which are given symbolic meanings by those who accept the belief system in question
- Ritual can contribute to cohesion as well as conflict.

Question 6 (b)

Answers could include:

- Globalisation includes the idea of global spread of economic, political, social and cultural values and practices
- It may be seen as creating or attempting to create a homogenisation of world culture
- It can be seen as creating unity as well as conflict between societies and cultures.

Question 7 (a)***Answers could include:***

- Definitions of equality and/or inequality
- Evidence related to similarities and differences in social groups related to:
 - outcomes (e.g. in education, health, income)
 - access to socially valued resources
- The extent of equality/inequality within and between social groups.

Question 7 (b)***Answers could include:***

- Factors that influence difference:
 - social differentiation
 - conflict and co-operation
 - power and authority
- Continuities and changes in factors that influence difference
- In explaining the difference, there could be a reference to ways that reduce inequality e.g. legislation, affirmative action policies, community initiatives and welfare systems.

Question 8 (a)***Answers could include:***

- Since the Industrial Revolution there has been a greater acceptance of leisure in society
- With changing social attitudes towards accepting leisure, a leisure industry has emerged
- In recent years social attitudes towards leisure have changed resulting in longer working hours for some people
- Social attitudes towards types of leisure have changed e.g. greater use of technology and education
- Leisure has become more organised and institutionalised
- Demographic changes have resulted in changes in social attitudes.

Question 8 (b)***Answers could include:***

- Leisure activities can become accepted norms in society e.g. the Aussie barbeque, spending time on the beach
- Sport can become part of national identity e.g. cricket in India, rugby union in New Zealand
- Flexible working hours have resulted in different patterns of family/community time
- Increased participation of women in the workforce has resulted in changes to family life.