2010 HSC Society and Culture
Marking Guidelines

Section I — Social and Cultural Continuity and Change

Question	Answer
1	A
2	B
3	D
5	B
6	D
7	C
9	A
10	C

Section I — Social and Cultural Continuity and Change

Question 4

Criteria	Marks
• Shows ONE change in the use of technology from the cartoon	2
• A reference to change or technology is made	1

Question 8

Criteria	Marks
• Identifies a group and a continuity • Provides an understanding of how this group has benefited from a continuity in society • Answer is coherent and may include evidence	3–4
• Identifies a group and/or a continuity and/or benefit • Answer shows a limited understanding of how the group has benefited from the continuity	1–2

Question 11

Criteria	Marks
• Clear judgements made about the impact of change on ONE tradition in the selected country • Student demonstrates sound understanding in a coherent answer that applies appropriate course concepts and language • Answer supported with appropriate evidence	5–6
• A limited judgement made about the impact of change on ONE tradition in the selected country • Student demonstrates some understanding of change and the tradition and uses appropriate course concepts and language	3–4
• A basic response that describes a change and/or tradition in the selected country	1–2

Section II — Depth Studies

Question 12 — Popular Culture

Question 12 (a)

Criteria	Marks
• Clearly identifies the key features of the origins of ONE popular culture	3
• Identifies some features of the origins of ONE popular culture	2
• Identifies some features of ONE popular culture	1

Question 12 (b)

Criteria	Marks
• Demonstrates a high level of understanding of the impact of hero/s on the consumption of ONE popular culture • A well-organised response that may use evidence • Applies course concepts and language throughout	4–5
• Shows an understanding of hero/s in the consumption of popular culture • Uses course concepts and language	2–3
• Identifies a hero or an aspect of consumption	1

Question 12 (c)

Criteria	Marks
• Demonstrates a high level of understanding of a popular culture which may be supported by appropriate evidence • Makes an effective judgement on the implications of globalisation on the future consumption of the popular culture • Effectively applies a range of course concepts and language • Presents a sustained, logical and well-structured response	10–12
• Demonstrates a sound level of understanding of a popular culture which may include evidence • Makes a sound judgement on the implications of globalisation on the future consumption of the popular culture • Applies a range of course concepts and language • Presents a logical and well-structured response	7–9
• Demonstrates some level of understanding of popular culture which may include evidence • May make a judgement about globalisation and/or the future consumption of the popular culture • Uses course concepts and language	4–6
• Describes one popular culture • Mentions globalisation and/or the future consumption of the popular culture • May use course concepts and/or language	1–3

Question 13 — Belief Systems

Question 13 (a)

Criteria	Marks
• Clearly identifies the key features of the historical basis of ONE belief system	3
• Identifies some features of the historical basis of ONE belief system	2
• Identifies some features of ONE belief system	1

Question 13 (b)

Criteria	Marks
• Demonstrates a high level of understanding of the relationship between globalisation AND one belief system • Clearly identifies the consequences of globalisation on one belief system, may be supported by appropriate evidence • Applies course terms and concepts	4–5
• Demonstrates some level of understanding of the relationship between globalisation AND one belief system • Identifies the consequence of globalisation on one belief system • Uses course concepts and language	2–3
• Identifies some aspect of globalisation or the belief system	1

Question 13 (c)

Criteria	Marks
• Demonstrates a high level of understanding of a belief system and the role it plays in peace and conflict in the world • Effectively demonstrates the relationship/s between a belief system and peace and conflict, may be supported by appropriate evidence • Effectively applies a range of course concepts and language • Presents a sustained, logical and well-structured response	10–12
• Demonstrates a sound level of understanding of a belief system and the role it plays in peace and conflict in the world • Demonstrates the relationship/s between a belief system and peace and/or conflict, may be supported by evidence • Applies a range of course concepts and language • Presents a logical and well-structured response	7–9
• Demonstrates some level of understanding of a belief system and the role it plays in peace and/or conflict in the world • Identifies a relationship between a belief system and peace and conflict, may use evidence • Uses course concepts and language	4–6
• Mentions at least one role that a belief system plays in peace and/or conflict • Identifies at least one relationship between belief systems and peace and/or conflict	1–3

Question 14 — Equality and Difference

Question 14 (a)

Criteria	Marks
• Identifies features of both equality and difference	2
• Attempts to identify a feature of equality and/or difference	1

Question 14 (b)

Criteria	Marks
• Clearly shows understanding of the relationships between inequality and TWO of its consequences, may be supported by evidence • Applies course terms and concepts	5–6
• Identifies TWO consequences of inequality • Shows the relationship between inequality and its consequences, may use evidence to support the answer • Uses course concepts and language	3–4
• Identifies at least ONE consequence of inequality • Mentions inequality and/or its consequences	1–2

Question 14 (c)

Criteria	Marks
• Demonstrates a high level of understanding of the nature of equality in Australian society • Clearly identifies points for and against the view that Australia is becoming a more equal society, may be supported by appropriate evidence • Effectively applies a range of course concepts and language • Presents a sustained, logical and well-structured response	10–12
• Demonstrates a sound level of understanding of the nature of equality in Australian society • Identifies points for and against the view that Australia is becoming a more equal society, may be supported by evidence • Applies a range of course concepts and language • Presents a logical and well-structured response	7–9
• Demonstrates some level of understanding of the nature of equality in Australian society • Identifies points for and/or against the view that Australia is becoming a more equal society, may use evidence • Uses course concepts and language	4–6
• Mentions at least one point for and/or against the view that Australia is becoming a more equal society.	1–3

Question 15 — Work and Leisure

Question 15 (a)

Criteria	Marks
• Identifies some aspect of both concepts	2
• Attempts to show an understanding of work and/or leisure	1

Question 15 (b)

Criteria	Marks
• Clearly shows a high level of understanding of the relationship/s between technology and its contribution to changing patterns of leisure. Answer may be supported by evidence • Applies course terms and concepts	5–6
• Outlines how technology has contributed to a change in leisure; may use evidence to support answer • Demonstrates some level of understanding of how technology can contribute to changing patterns of leisure • Uses course concepts and language	3–4
• Identifies an aspect of technology and/or a change in leisure	1–2

Question 15 (c)

Criteria	Marks
• Demonstrates a high level of understanding of the nature of technology and work and leisure • Clearly identifies one or more future impacts of technology on work and leisure; may use appropriate evidence • Effectively applies a range of course concepts and language • Presents a sustained, logical and well-structured response	10–12
• Demonstrates a sound level of understanding of the nature of technology and work and leisure • Identifies one or more future impacts of technology on work and leisure; may use evidence • Applies course concepts and language • Presents a logical and well-structured response	7–9
• Demonstrates some level of understanding of the nature of technology and work and/or leisure • Identifies the impact of technology on work and/or leisure; may use evidence • Uses course concepts and language	4–6
• Mentions one impact of technology on work and/or leisure • May use course concepts and language	1–3

Section III — Depth Studies

Question 16 — Popular Culture

Criteria	Marks
• Demonstrates a high level of understanding of the role of the media in the development of popular culture from a local to a national to a global level • Makes an effective judgement about the value of the role of the media in the development of popular culture supported by a range of evidence • Effectively applies a range of appropriate course concepts and language • Presents a sustained, logical and cohesive response	17–20
• Demonstrates a sound understanding of the role of the media in the development of popular culture from a local to a national to a global level • Makes a sound judgement about the value of the role of the media in the development of popular culture supported by evidence • Applies appropriate course concepts and language • Presents a logical and well-organised response	13–16
• Demonstrates some understanding of the role of the media in the development of popular culture from a local to a national to a global level • Describes the value of the role of the media in the development of popular culture, may use evidence • Uses course concepts and language • Presents an organised response	9–12
• Presents a description of the interaction between the media and popular culture • Uses course concepts and language	5–8
• Gives a limited description of a popular culture • May mention course concepts	1–4

Question 17 — Belief Systems

Criteria	Marks
• Demonstrates a high level of understanding of the role of ideology and belief in society • Clearly identifies key features of ideology and belief and the relationships between them • Effectively explains and relates the implications of ideology and belief on society supported by a range of evidence • Effectively applies a range of appropriate course concepts and language • Presents a sustained, logical and cohesive response	17–20
• Demonstrates a sound level of understanding of the role of ideology and belief in society • Identifies key features of ideology and belief and the relationships between them supported by evidence • Explains and relates the implications of ideology and belief on society • Applies appropriate course concepts and language • Presents a logical and well-organised response	13–16
• Demonstrates some understanding of the role of ideology and belief in society • Identifies some features of ideology and belief and mentions the relationships between them • May use evidence • Uses some course concepts and language • Presents an organised response	9–12
• Presents a description that shows some understanding of the role of ideology and/or belief in society • Identifies some features of ideology and/or belief • Uses course concepts and language	5–8
• Gives a limited description of ideology or belief • May mention course concepts	1–4

Question 18 — Equality and Difference

Criteria	Marks
• Makes a detailed judgement about the likely impacts of maintaining existing inequalities on the selected society • Demonstrates a high level of understanding of existing inequalities and provides evidence or logical reasons for the likely impacts on the selected country using a range of evidence • Effectively applies a range of appropriate course concepts and language • Presents a sustained, logical and cohesive response	17–20
• Makes a judgement about the likely impacts of maintaining existing inequalities on the selected society • Demonstrates a sound understanding of existing inequalities and provides some evidence or reasons for the likely impacts on the selected society • Applies appropriate course concepts and language • Presents a logical and well-organised response	13–16
• Demonstrates some existing inequalities; may use evidence • Describes the likely impacts of maintaining existing inequalities on the selected society • Uses some course concepts and language • Presents an organised response	9–12
• Presents a description of existing inequalities • Outlines some possible impacts of maintaining existing inequalities • Uses course concepts and language	5–8
• Gives a limited description of existing inequalities • May mention course concepts	1–4

Question 19 — Work and Leisure

Criteria	Marks
• Demonstrates a high level of understanding of the changing patterns of work and leisure in one society, using a range of evidence • Clearly identifies and makes a detailed judgement about the changing patterns of work and leisure in one society • Effectively applies a range of appropriate course concepts and language • Presents a sustained, logical and cohesive response	17–20
• Demonstrates a sound understanding of the changing patterns of work and leisure in one society using evidence • Clearly identifies and makes a sound judgement about the changing patterns of work and leisure in one society • Applies appropriate course concepts and language • Presents a logical and well-organised response	13–16
• Demonstrates some understanding of the changing patterns of work and leisure in one society, may use evidence • Describes the changing patterns of work and leisure in one society • Uses some course concepts and language • Presents an organised response	9–12
• Presents a description of changing patterns of work and/or leisure in one society • Uses course concepts and language	5–8
• Gives a limited description of work and/or leisure • May mention course concepts	1–4

Society and Culture
2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Social and Cultural Continuity and Change			
1	1	Concept	H7
2	1	Concept	H1
3	1	Methodologies	H6
4	2	Concept/ Continuity and Change	H4, H5, H10
5	1	Methodologies	H6
6	1	Concept	H7
7	1	Methodologies	H6
8	4	Continuity and Change	H1, H4, H10
9	1	Continuity and Change	H7
10	1	Methodologies	H6
11	6	Selected Country	H3, H4, H7, H10
Section II — Depth Studies			
12 (a)	3	Popular Culture	H2, H3, H7, H10
12 (b)	5	Popular Culture	H2, H3, H7, H10
12 (c)	12	Popular Culture	H2, H3, H7, H10
13 (a)	3	Belief Systems	H2, H3, H7, H10
13 (b)	5	Belief Systems	H2, H3, H7, H10
13 (c)	12	Belief Systems	H2, H3, H7, H10
14 (a)	2	Equality and Difference	H2, H3, H7, H10
14 (b)	6	Equality and Difference	H2, H3, H7, H10
14 (c)	12	Equality and Difference	H2, H3, H7, H10
15 (a)	2	Work and Leisure	H2, H3, H7, H10
15 (b)	6	Work and Leisure	H2, H3, H7, H10
15 (c)	12	Work and Leisure	H2, H3, H7, H10
Section III — Depth Studies			
16	20	Popular Culture	H2, H3, H7, H10
17	20	Belief Systems	H2, H3, H7, H10
18	20	Equality and Difference	H2, H3, H7, H10
19	20	Work and Leisure	H2, H3, H7, H10