



BOARD OF STUDIES
NEW SOUTH WALES

2011 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change

Question 1 (a)

Criteria	Marks
• Identifies ONE feature that demonstrates change in the country studied	1

Question 1 (b)

Criteria	Marks
• Clearly provides characteristics of how ONE feature has changed over time	2
• Identifies a characteristic of how ONE feature has changed over time	1

Multiple-choice Answer Key

Question	Answer
2	D
3	A
4	D

Question 5

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies ONE appropriate ethical consideration Clearly states reason(s) for the consideration 	3
<ul style="list-style-type: none"> Identifies ONE ethical consideration States reason(s) for the ethical consideration 	2
<ul style="list-style-type: none"> Identifies ONE ethical issue 	1

Multiple-choice Answer Key

Question	Answer
6	C
7	B
8	A
9	B
10	D

Question 11

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies a country Clearly identifies and explains how the interaction between culture and environment in the selected country has changed over time Demonstrates sound understanding in a coherent answer that applies appropriate course concepts and language Supports answer with appropriate evidence 	5–6
<ul style="list-style-type: none"> Identifies and explains a relationship between culture and environment in the selected country; treatment may be uneven Demonstrates some understanding of culture and environment and uses appropriate course concepts and language 	3–4
<ul style="list-style-type: none"> Provides a basic response that describes culture and/or environment in a selected country 	1–2

Section II — Depth Studies

Question 12 — Popular Culture

Question 12 (a)

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms features of ways consumers access ONE popular culture	2
<ul style="list-style-type: none">• Identifies ways consumers access popular culture	1

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none">• Clearly shows the relationships between official and unofficial censorship in the control of ONE popular culture• Provides a well-organised response that may use evidence• Applies course concepts and language throughout	5–6
<ul style="list-style-type: none">• Shows an understanding of the relationships between official and/or unofficial censorship in the control of ONE popular culture• Uses course concepts and language	3–4
<ul style="list-style-type: none">• Shows some understanding of censorship and/or popular culture	1–2

Question 12 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of ONE popular culture which may be supported by appropriate evidence • Clearly identifies appropriate points for and/or against positive and negative aspects of ONE popular culture that have become part of society • Effectively applies a range of course concepts and language • Presents a sustained, logical and well-structured response 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound level of understanding of ONE popular culture which may include evidence • Identifies appropriate points for and/or against positive and negative aspects of ONE popular culture that have become part of society; treatment may be uneven • Applies a range of course concepts and language • Presents a logical and well-structured response 	7–9
<ul style="list-style-type: none"> • Demonstrates some level of understanding of popular culture which may include evidence • Identifies points for and/or against positive and/or negative aspects of popular culture that have become part of society • Uses course concepts and language 	4–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of popular culture • May mention positive and/or negative aspects of popular culture • May use course concepts and/or language 	1–3

Question 13 — Belief Systems
Question 13 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Sketches in general terms the main features of the concept <i>worldview</i> 	2
<ul style="list-style-type: none"> • Attempts to identify features of the concept <i>worldview</i> 	1

Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Clearly shows an understanding of the differences between religious and non-religious belief systems • Provides a well-organised response that may use evidence • Applies course concepts and language throughout 	5–6
<ul style="list-style-type: none"> • Shows an understanding of the differences between religious and non-religious belief systems • Uses course concepts and language 	3–4
<ul style="list-style-type: none"> • Shows some understanding of religious and non-religious belief systems 	1–2

Question 13 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of ONE belief system which may be supported by appropriate evidence • Makes an appropriate judgement(s) of the impact of ONE belief system on society at both a national and a global level • Effectively applies a range of course concepts and language • Presents a sustained, logical and well-structured response 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound level of understanding of ONE belief system which may include evidence • Makes a sound judgement(s) of the impact of ONE belief system on society at both a national and/or a global level • Applies a range of course concepts and language • Presents a logical and well-structured response 	7–9
<ul style="list-style-type: none"> • Demonstrates some level of understanding of ONE belief system which may include evidence • Attempts to make a judgement(s) of the impact of ONE belief system on society at a national and/or a global level • Uses course concepts and language 	4–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of ONE belief system • May mention aspects of the impact of belief systems on society • May use course concepts and/or language 	1–3

Question 14 — Equality and Difference**Question 14 (a)**

Criteria	Marks
<ul style="list-style-type: none">Clearly sketches in general terms the nature of difference in societies and cultures	3
<ul style="list-style-type: none">Sketches in general terms some features of the nature of difference in societies and/or culturesMay include some features of the concept(s) of society and/or culture	2
<ul style="list-style-type: none">Attempts to identify at least ONE feature of the nature of difference in societies or culturesMay include some features of the concept of society or culture	1

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none">Clearly provides details of ONE aspect of commonality and ONE aspect of difference in a societyProvides a well-organised response that may use evidenceApplies course concepts and language throughout	5
<ul style="list-style-type: none">Provides details of ONE aspect of commonality and/or ONE aspect of difference in a society; treatment may be unevenProvides an organised response that may use evidenceUses some course concepts and language	3–4
<ul style="list-style-type: none">Shows some understanding of commonality and/or difference in a societyMay use limited evidenceMay use course concepts and language	1–2

Question 14 (c)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a high level of understanding of socially valued resources which may be supported by appropriate evidence• Clearly details the consequences of unequal access to socially valued resources• Effectively applies a range of course concepts and language• Presents a sustained, logical and well-structured response	10–12
<ul style="list-style-type: none">• Demonstrates a sound level of understanding of socially valued resources which may include evidence• Details the consequences of unequal access to socially valued resources• Applies a range of course concepts and language• Presents a logical and well-structured response	7–9
<ul style="list-style-type: none">• Demonstrates some level of understanding of socially valued resources which may include evidence• Outlines the consequences of unequal access to socially valued resources• Uses course concepts and language	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of socially valued resources• Attempts to identify the consequences of unequal access to socially valued resources• May use course concepts and/or language	1–3

Question 15 — Work and Leisure**Question 15 (a)**

Criteria	Marks
<ul style="list-style-type: none">• Clearly sketches in general terms the main feature of the relationship between education and work	3
<ul style="list-style-type: none">• Sketches in general terms some features of the relationship between education and work	2
<ul style="list-style-type: none">• Attempts to identify at least one feature of the relationship between education and work	1

Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none"> Clearly provides details of the impacts of technology on both work and leisure Provides a well-organised response that may use evidence Applies course concepts and language throughout 	5
<ul style="list-style-type: none"> Provides details of the impact of technology on both work and leisure; treatment may be uneven Provides an organised response that may use evidence Uses some course concepts and language 	3–4
<ul style="list-style-type: none"> Shows some understanding of the impact of technology on work and/or leisure May use limited evidence May use course concepts and language 	1–2

Question 15 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a high level of understanding of the implications of long term unemployment which may be supported by appropriate evidence Clearly details the impact of long term unemployment on society and the perception of self Effectively applies a range of course concepts and language Presents a sustained, logical and well-structured response 	10–12
<ul style="list-style-type: none"> Demonstrates a sound level of understanding of the implications of long term unemployment which may include evidence Details the impact of long term unemployment on society and the perception of self Applies a range of course concepts and language Presents a logical and well-structured response 	7–9
<ul style="list-style-type: none"> Demonstrates some level of understanding of long term unemployment which may include evidence Outlines the impact of long term unemployment on society and/or the perception of self Uses course concepts and language 	4–6
<ul style="list-style-type: none"> Demonstrates some understanding of long term unemployment Attempts to identify the impact of long term unemployment May use course concepts and/or language 	1–3

Section III — Depth Studies

Question 16 — Popular Culture

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of how technology may influence future directions in popular culture on a local, national and global scale • Clearly identifies points for and against the influence that technology may have on future directions in popular culture on a local, national and global scale • Effectively applies a range of appropriate course concepts and language • Presents a sustained, logical and cohesive response 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how technology does or may influence future directions in popular culture on a local, national and global scale • Identifies points for and against the influence that technology may have on future directions in popular culture on a local, national and global scale; treatment may be uneven • Applies appropriate course concepts and language • Presents a logical and cohesive response 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of how technology does or may influence future directions in popular culture • Describes how technology does or may influence future directions in popular culture • Uses course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Presents a description of how technology may influence popular culture • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Gives a limited description of technology and/or popular culture • May mention course concepts 	1–4

Question 17 — Belief Systems

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of the impact of change on the nature of power within ONE belief system • Makes an effective judgement(s) on the impact of change on the nature of power within ONE belief system • Effectively applies a range of appropriate course concepts and language • Presents a sustained, logical and cohesive response 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the impact of change on the nature of power within ONE belief system • Makes a judgement(s) on the impact of change on the nature of power within ONE belief system • Applies appropriate course concepts and language • Presents a logical and cohesive response 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of the impact of change on power within a belief system(s) • Attempts to make a judgement(s) on the impact of change on the nature of power within ONE belief system • Uses course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Presents a description of how change may influence power within a belief system(s) • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Gives a limited description of change and/or belief systems • May mention course concepts 	1–4

Question 18 — Equality and Difference

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of the relationship between authority and inequality in ONE society • Makes an effective judgement(s) on the relationship between authority and inequality in ONE society • Effectively applies a range of appropriate course concepts and language • Presents a sustained, logical and cohesive response 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the relationship between authority and inequality in ONE society • Makes a judgement(s) on the relationship between authority and inequality in ONE society • Applies appropriate course concepts and language • Presents a logical and cohesive response 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of the relationship between authority and inequality in one or more societies • May attempt to make a judgement(s) on the relationship between authority and inequality in one or more societies • Uses course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Presents a description of authority and inequality within one or more societies; treatment may be uneven • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Gives a limited description of authority and/or inequality • May mention course concepts 	1–4

Question 19 — Work and Leisure

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of the impact of class on work and leisure in ONE society • Clearly identifies points for and against the impact of class on 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
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the impact of class on work and leisure in ONE society • Identifies points for and against the impact of class on work and leisure in ONE society • Applies appropriate course concepts and language • Presents a logical and cohesive response 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of the impact of class on work and leisure in one or more societies • Describes how class may influence work and leisure in one or more societies; treatment may be uneven • Uses course concepts and language • Presents an organised response 	9–12
<ul style="list-style-type: none"> • Presents a description of how class may influence work and/or leisure • Uses course concepts and language 	5–8
<ul style="list-style-type: none"> • Gives a limited description of class and/or work and/or leisure • May mention course concepts 	1–4

Society and Culture

2011 HSC Examination Mapping Grid

Section I — Social and Cultural Continuity and Change

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Continuity and change	H1
1 (b)	2	Continuity and change	H1
2	1	Concept	H1
3	1	Concept	H1, H7
4	1	Methodologies	H6
5	3	Methodologies	H6, H8
6	1	Methodologies	H6, H7
7	1	Continuity and change	H7
8	1	Methodologies	H6
9	1	Methodologies	H6
10	1	Continuity and change	H4
11	6	Selected country, nature of continuity and change	H1, H3, H4

Section II — Depth Studies

Question	Marks	Content	Syllabus outcomes
12 (a)	2	Popular culture	H2, H3, H4, H5, H7
12 (b)	6	Popular culture	H2, H3, H4, H5, H7
12 (c)	12	Popular culture	H2, H3, H4, H5, H7
13 (a)	2	Belief systems	H2, H3, H4, H5, H7
13 (b)	6	Belief systems	H2, H3, H4, H5, H7
13 (c)	12	Belief systems	H2, H3, H4, H5, H7
14 (a)	3	Equality and difference	H2, H3, H4, H5, H7
14 (b)	5	Equality and difference	H2, H3, H4, H5, H7
14 (c)	12	Equality and difference	H2, H3, H4, H5, H7
15 (a)	3	Work and leisure	H2, H3, H4, H5, H7
15 (b)	5	Work and leisure	H2, H3, H4, H5, H7
15 (c)	12	Work and leisure	H2, H3, H4, H5, H7

Section III — Depth Studies

Question	Marks	Content	Syllabus outcomes
16	20	Popular culture	H1, H2, H3, H4, H5, H7, H10
17	20	Belief systems	H1, H2, H3, H4, H5, H7, H10
18	20	Equality and difference	H1, H2, H3, H4, H5, H7, H10
19	20	Work and leisure	H1, H2, H3, H4, H5, H7, H10