BOARD OF STUDIES
NEW SOUTH WALES

2012 HSC Society and Culture 'Sample Answers'

When examination committees develop questions for the examination, they may write 'sample answers' or, in the case of some questions, 'answers could include'. The committees do this to ensure that the questions will effectively assess students' knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The 'sample answers' or similar advice contained in this document 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.

Section I — Social and Cultural Continuity and Change

Question 9 (a)

Sample answer:

In the first image the family appears to have the same ethnicity, while the second image clearly shows a mixture of ethnicities within the one family.

Answers could include:

Reference to family size or structure, gender roles, ethnicity, age, changes in dress codes and value structures.

Question 9 (b)

Sample answer:

Changes in legislation in the macro world, such as the *Anti-Discrimination Act*, have contributed to changes in employment for women and men. For example, increased participation of women in the workforce. This has contributed to changes in the composition of gender roles in the family.

Answers could include:

The micro world includes things such as families, school and peers. It is the personal realm. The macro world includes things such as the workplace, laws and government. It is the public realm. Both the micro world and macro world combine to form who we are. They are symbiotic in their relationship.

- Changes in family size and/or structure – smaller family sizes affect gender roles and the division of labour
- Changes in gender roles – increased female participation in higher education and the workplace
- Changes in ethnic composition – increased social and cultural literacy due to exposure to different cultures, immigration policies, multiculturalism

Question 10 (a)

Sample answer:

One theory would be conflict theory, developed by Karl Marx. This theory would explain social change as resulting from class struggle between owners of the means of production and workers. This would result in a change to the power structures in society. For example, the French Revolution.

Answers could include:

Theories of social change can include:
- Conflict theory – based on Marxism, class-based division of labour
- Functionalism – based on idea of social consensus, institutions achieving equilibrium
- Evolutionary theory – assumes society evolves along a linear continuum from hunting and gathering to agrarian to industrialised and post industrialised society.

Question 10 (b)

Sample answer:

In Chinese society during the twentieth century a change occurred from a feudal agrarian structure to a socialist economic system. This change occurred because a large working class struggled for a redistribution of wealth. This resulted in revolutions producing significant changes to the structure and organisation of the class system. Marxist theory would suggest that the conflict between classes was the driving force for social change.

Answers could include:

Students MUST refer to a country they have studied.

Continuities and changes studied include gender roles and the status of women and men, education, beliefs values and lifestyles, social welfare and health, laws and the legal system, government institutions, family life and population changes.

Students need to refer to the theory and explain the extent to which it accounts for continuity or change.

Section II — Depth Studies

Popular Culture

Question 11

Sample answer:

In relation to rock and roll music, stakeholders might include fans and bands, the government, record companies and producers, marketers and media.

Answers could include:

Stakeholders in control of popular culture can include media, government, groups, marketers, family and peers.

Question 12

Sample answer:

In relation to rock and roll, a strong anti-authoritarian mythology attracts consumers to this popular culture. This mythology is appealing to a number of groups, including youth who are attracted to the anti-establishment views espoused, especially with regard to generational change and conflict. The mythology is reflected in dress codes, lyrics and paraphernalia. For example, youth will adopt dress codes that identify with a particular music genre.

Answers could include:

Mythology refers to the stereotypes of people or characters involved in the popular culture. It perpetuates the consumption of popular culture.

Consumption refers to the use of, and interaction with, popular culture.

For example, the anti-authoritarian views of rock and roll music make it more appealing to the youth market. The stereotypical physical and emotional characteristics of men and women in cartoons may appeal to the consumer of this popular culture.

Question 13

Answers could include:

Owners' (eg business owner) perceptions may focus on the business basics of popular culture such as patterns of consumption, finances, distribution and marketing.

Producers' (eg the creator or artist) perceptions may focus on originality and artistic integrity. Producers may focus on creative control and appeal to the target market.

Participants may focus on the variety, accessibility and quality of popular culture.

These different perceptions naturally create tensions in regard to ownership, accessibility and control over the popular culture.

Belief Systems

Question 14

Sample answer:

A belief system is a shared system of beliefs and values that systematically define a way of perceiving the social, cultural, physical and psychological world. For example, Christianity or feminism.

Question 15

Sample answer:

Dissent allows belief systems to change and evolve over time. It helps to define aspects of the belief system such as its boundaries and integrity. It also allows for belief systems to coexist and can lead to enculturation.

For example, in response to the global financial crisis the 'Occupy Wall Street' movement developed, first in the USA then spreading to other Western capitalist societies. This movement protested about excessive and unregulated greed, and argued for a more equitable distribution of wealth.

Answers could include:

Belief systems can include capitalism, communism, ethical democracy, humanism, Islam, Christianity. Dissent refers to conflict in this system.

Question 16

Answers could include:

- Globalisation has led to increased access to information about other beliefs – increased exposure to diversity. Some people argue that as a result of globalisation the belief system has increased or decreased in its importance. It has also led to increased conflict.
- For example, the belief system Communism – globalisation has changed patterns of consumption and consumerism due to the influence of western culture.
- Global media creates awareness of other belief systems, eg capitalism and democracy.
- Technology has increased access to other belief systems.
- The way that people interact has also changed due to globalization, eg electronic prayer diary.

Equality and Difference

Question 17

Sample answer:

Inequalities could occur in socially valued resources such as housing, health, education, access to the justice system and employment. For example, unequal access to education in Australia may be linked to geographical location.

Question 18

Sample answer:

Different types of conflict (eg over class, race, gender, ethnicity) can reduce access to socially valued resources (SVRs) due to different perceptions, stereotypes, prejudice and discrimination.

Individuals, groups and institutions can increase access to SVRs when they cooperate to achieve common goals/desirable outcomes.

For example, in Afghanistan gender 'apartheid' limited access to employment and education for women. Cooperation between the 'global community' and NGOs in Afghanistan sought to minimise oppression of women and provide basic access to healthcare and other core needs. They seek the implementation of structures and systems for a sustainable future.

Question 19

Answers could include:

Inequalities have become part of social systems and institutions over time. Evidence indicates inequalities are systematic and patterned due to historical, legal and political forces. Students may refer to different inequalities associated with gender, class, ethnicity, etc.

For example, in Australian society, Indigenous people have experienced systematic discrimination in the legal, educational, political and employment structures. With regard to sentencing, Indigenous people are likely to be overrepresented in terms of custodial sentences and periods of detention. A Royal Commission indicated that deaths in custody were linked to institutionalised racism. The '*Bringing them home*' and '*Closing the gap*' reports have also identified institutionalised racism in relation to government policy.

Work and Leisure

Question 20

Sample answer:

Alienation refers to the isolation, disengagement and loss of control over a person's workplace and social relations. They may also feel restricted in their ability to participate in leisure activities. For example, if a person is unemployed for a long period of time they may feel unable to control or participate in their social world.

Question 21

Sample answer:

The workforce is hierarchically structured according to wages and salaries, hours and place of work, qualifications and skills. Some of these factors may be linked to an individual's socio-economic status, which may affect work opportunities and choice of leisure activities.

For example, certain occupational groups are highly valued in terms of their productivity (farmers) or skill levels (medical professionals). Supply and demand may also increase status and influence employment opportunities. To lack access to work may decrease status. In summary, status is a symbolic reflection of social values.

Question 22

Answers could include:

Gender stereotypes are formed from an early age, meaning men and women are socialised to participate in certain leisure activities. An individual's gender may limit or enhance access to leisure opportunities. For example, more men have traditionally played contact sports and been associated with public sports whereas women have been associated with domestic activities. Men have been defined as active consumers of leisure and women as more passive consumers, thus affecting their leisure aspirations and opportunities.

Section III — Depth Studies

Question 23 — Popular Culture

Answers could include:

The media greatly increases access to popular culture and facilitates the development of popular culture from a local to a national to a global level. The media overtly advertises associated commercial products and assists in the evolution of popular culture due to improvements in technology. The media can limit access to popular culture through censorship, which can lead to change or continuity as popular cultures adapt.

For example, the media portrayal of surfing culture as rebellious and rough, eg Bra Boys, creates an intrigue, which attracts new recruits to cultural forms. The media has also perpetuated stereotypes of surfing culture for decades, which promotes continuity of popular culture on a local, national and global level. For example, surfing has traditionally been seen as an Anglo-Celtic or masculine activity in Australia. However, the media can also challenge stereotypes by presenting alternative representations of participation leading to change in consumption of the popular culture, eg gender.

Question 24 — Belief Systems

Answers could include:

- Technology can increase exposure to alternate belief systems. For example, via the internet.
- Some belief systems now rely on technology and promote the use of technology to gain a following.
- Technology has the capacity to limit perceptions of belief systems.
- The continuity in doctrine has been enabled through widespread and easily accessible technology.
- An increase in transport and communication technology has allowed for greater contact with authentic belief systems.

For example, in Catholicism, the Pope now uses web 2.0 technologies to communicate with followers, through forums such as Twitter. While there have been rapid changes in the way people access the religious doctrine, the message itself has largely remained the same (ie continued). Widely used technology has facilitated the continuity of the Catholic religion especially among young people, eg World Youth Day, sms, registration, etc.

Question 25 — Equality and Difference

Answers could include:

Desirable outcomes include equal access to socially valued resources, equal participation in society, equal application of human rights and other indicators such as life expectancy. Power is held by various persons, groups and institutions who can either assist or detract from the achievement of these desirable outcomes. Authority is the legitimate use of power and can both enhance and limit the achievement of desirable outcomes, eg police force.

For example, the upper levels of the caste system. Brahmans in rural India still hold power and dominate access to higher paid jobs via better educational opportunities or instruction. As such, they limit the opportunities for lower castes to achieve more equitable outcomes and participation in society. However, the top castes do not have legitimate authority to do this. Instead, it is up to governments with legislative power to ensure all persons are entitled to equitable outcomes.

Question 26 — Work and Leisure

Answers could include:

Power is held by various persons, groups and institutions who can either assist or detract from the accessibility to work or leisure, eg trade unions influence access to family friendly work practices. Authority is the legitimate use of power and can both enhance and limit the accessibility to work or leisure, eg the upper classes in British society have increased access to higher paying occupations and more expensive or exclusive leisure activities.

An example may be that power and authority is influenced according to gender. Men and women work in different industries with different status and pay. Women's access to both work and career development has been systematically limited, ie 'glass ceiling'. Limited work may limit access to leisure. Men and women participate in different leisure activities, which are socially restricted. For example sports and hobbies. Governments can legislate to increase accessibility to work and leisure.