



B O A R D O F S T U D I E S
NEW SOUTH WALES

2012 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change

Multiple-choice Answer Key

Question	Answer
1	A
2	B
3	C
4	D
5	C
6	B
7	C
8	C

Question 9 (a)

Criteria	Marks
• Recognises ONE micro world change evident in the photographs	1

Question 9 (b)

Criteria	Marks
• Clearly shows a relationship between the identified micro world change and the macro world, supported by an appropriate example(s)	3
• Identifies a relationship between change and the macro world, may provide an example(s)	2
• Mentions change in the macro world	1

Question 10 (a)

Criteria	Marks
• Clearly indicates the main features of ONE theory of social change	3
• Indicates some features of ONE theory of social change	2
• Attempts to indicate one feature of social change	1

Question 10 (b)

Criteria	Marks
• Uses the theory of social change to clearly show why and/or how continuity or change occurs within a country • Presents a detailed and coherent response, using appropriate examples	4–5
• Attempts to use a theory of social change to show why and/or how continuity or change occurs within a country • Presents a logical response, may use example(s)	2–3
• Mentions a feature of social change AND/OR a continuity or change	1

Section II — Depth Studies

Popular Culture

Question 11

Criteria	Marks
• Recognises more than one stakeholder in control of ONE popular culture	2
• Recognises a stakeholder in relation to popular culture	1

Question 12

Criteria	Marks
• Clearly shows the relationship between mythology and consumption in ONE popular culture • Presents a well-organised response that may use evidence • Applies relevant course concepts and language	5–6
• Shows a relationship between mythology and consumption in ONE popular culture • Uses course concepts and language	3–4
• Refers to mythology and/or consumption in ONE popular culture	1–2

Question 13

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a high level of understanding of how different perceptions can create tensions between producers, owners and participants in ONE popular culture• Makes informed judgement(s) about how different perceptions create tensions in ONE popular culture• Presents a logical and cohesive response and applies a range of concepts and language• Supports statements with appropriate evidence and examples	10–12
<ul style="list-style-type: none">• Demonstrates a sound understanding of how different perceptions can create tensions between producer and/or owners and/or participants in ONE popular culture• Makes a judgement(s) about how different perceptions create tensions in ONE popular culture• Presents a logical response and applies course concepts and language• Supports statements with evidence and/or examples	7–9
<ul style="list-style-type: none">• Demonstrates some understanding of different perceptions in ONE popular culture• Attempts to make a limited judgement(s) about how different perceptions create tensions in popular culture• Uses course concepts and language• May include evidence and/or examples	4–6
<ul style="list-style-type: none">• Demonstrates limited understanding of different perceptions in popular culture• May use course concept(s) and language	1–3

Belief Systems

Question 14

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms the meaning of the term belief system, supported by an example	2
<ul style="list-style-type: none">• Sketches in general terms the meaning of the term belief system	1

Question 15

Criteria	Marks
<ul style="list-style-type: none">• Clearly shows the relationship between dissent and ONE belief system• Presents a well-organised response that may use evidence• Applies relevant course concepts and language	5–6
<ul style="list-style-type: none">• Attempts to show a relationship between dissent and ONE belief system• Uses course concepts and language	3–4
<ul style="list-style-type: none">• Refers to dissent in ONE belief system	1–2

Question 16

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a high level of understanding of how globalisation has influenced the role of beliefs in people's lives• Makes informed judgement(s) about how globalisation has influenced the role of beliefs in people's lives• Presents a logical and cohesive response and applies a range of concepts and language• Supports statements with appropriate evidence and examples	10–12
<ul style="list-style-type: none">• Demonstrates a sound understanding of how globalisation has influenced the role of beliefs in people's lives• Makes a judgement(s) about globalisation and its influence on beliefs• Presents a logical response and applies course concepts and language• Supports statements with evidence and/or examples	7–9
<ul style="list-style-type: none">• Demonstrates some understanding of globalisation and its influence on beliefs• Makes a limited judgement(s) about globalisation and its influence on beliefs• Uses course concepts and language• May include evidence and/or examples	4–6
<ul style="list-style-type: none">• Demonstrates limited understanding of globalisation and beliefs• May use course concept(s) and language	1–3

Equality and Difference

Question 17

Criteria	Marks
<ul style="list-style-type: none"> • Sketches in general terms ONE inequality within a society 	2
<ul style="list-style-type: none"> • Identifies ONE inequality 	1

Question 18

Criteria	Marks
<ul style="list-style-type: none"> • Clearly shows why and/or how conflict and cooperation influence social inequality in ONE society • Presents a well-organised response that may use evidence • Applies relevant course concepts and language 	5–6
<ul style="list-style-type: none"> • Shows why and/or how conflict and/or cooperation influence social inequality in ONE society • Uses course concepts and language 	3–4
<ul style="list-style-type: none"> • Refers to conflict and/or cooperation and/or social inequality in ONE society 	1–2

Question 19

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of how inequalities are institutionalised in society • Makes informed judgement(s) about the extent of institutionalised inequalities • Presents a logical and cohesive response and applies a range of concepts and language • Supports statements with appropriate evidence and examples 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how inequalities are institutionalised in society • Makes a judgement(s) about institutionalised inequalities • Presents a logical response and applies course concepts and language • Supports statements with evidence and/or examples 	7–9
<ul style="list-style-type: none"> • Demonstrates some understanding of institutionalised inequalities in society • Makes a limited judgement(s) about institutionalised inequalities • Uses course concepts and language • May include evidence and/or examples 	4–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of institutionalised inequalities • May use course concept(s) and language 	1–3

Work and Leisure

Question 20

Criteria	Marks
<ul style="list-style-type: none"> • Sketches in general terms the meaning of the concept alienation, supported by an example 	2
<ul style="list-style-type: none"> • Sketches in general terms the meaning of the concept alienation 	1

Question 21

Criteria	Marks
<ul style="list-style-type: none"> • Clearly shows an interrelationship between work and status • Presents a well-organised response that may use evidence • Applies course concepts and language throughout 	5–6
<ul style="list-style-type: none"> • Shows an interrelationship between work and status • Uses course concepts and language 	3–4
<ul style="list-style-type: none"> • Refers to work and/or status 	1–2

Question 22

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of how gender influences leisure aspirations and leisure opportunities • Makes informed judgement(s) about how gender influences leisure aspirations and leisure opportunities • Presents a logical and cohesive response and applies a range of concepts and language • Supports statements with appropriate evidence and examples 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how gender influences leisure aspirations and leisure opportunities • Makes a judgement(s) about how gender influences leisure aspirations and leisure opportunities • Presents a logical response and applies course concepts and language • Supports statements with evidence and/or examples 	7–9
<ul style="list-style-type: none"> • Demonstrates some understanding of how gender influences leisure aspirations and leisure opportunities • Attempts to make a limited judgement(s) about the influence of gender on leisure • Uses course concepts and language • May include evidence and/or examples 	4–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of gender and leisure • May use course concept(s) and language 	1–3

Section III — Depth Studies

Question 23 — Popular Culture

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the role of the media in relation to continuity and change in ONE popular culture • Clearly relates the implications of the relationship between the media and continuity and change in ONE popular culture • Presents a sustained, logical and cohesive response and effectively applies the course concepts and language • Effectively integrates relevant evidence and examples throughout 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the role of the media in relation to continuity and change in ONE popular culture • Relates implications of the relationship between the role of the media and relation to continuity and change in ONE popular culture • Presents a logical and cohesive response and applies relevant course concepts and language • Integrates relevant evidence and examples throughout 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of the role of the media in relation to continuity and change in ONE popular culture • States relationship(s) between the role of the media and continuity and/or change in ONE popular culture • Presents an organised response and uses some course concepts and language • Uses relevant evidence and examples 	9–12
<ul style="list-style-type: none"> • Provides a limited understanding of the role of the media in relation to continuity and/or change in ONE popular culture • Uses some course concepts and language • May use example(s) 	5–8
<ul style="list-style-type: none"> • Mentions the media and/or continuity and/or change in popular culture • May mention course concepts 	1–4

Question 24 — Belief Systems

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of technology in relation to continuity and change within ONE belief system • Makes a qualified judgment about the impact of technology on continuity and change within ONE belief system • Presents a sustained, logical and cohesive response and effectively applies the course concepts and language • Effectively integrates relevant evidence and examples throughout 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of technology in relation to continuity and change within ONE belief system • Makes a sound judgment about the impact of technology on continuity and change within ONE belief system • Presents a logical and cohesive response and applies relevant course concepts and language • Integrates relevant evidence and examples throughout 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of technology in relation to continuity and change within ONE belief system • Makes a limited judgment about the impact of technology on continuity and/or change within ONE belief system • Presents an organised response and uses some course concepts and language • Uses relevant evidence and examples 	9–12
<ul style="list-style-type: none"> • Provides a limited understanding of technology in relation to continuity and/or change within ONE belief system • Uses some course concepts and language • May use example(s) 	5–8
<ul style="list-style-type: none"> • Mentions technology and/or continuity and/or change in belief system(s) • May mention course concepts 	1–4

Question 25 — Equality and Difference

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the role of power and authority in achieving desirable outcomes for all persons in ONE society • Clearly relates the implications of the relationship between power and authority and desirable outcomes for persons in ONE society • Presents a sustained logical and cohesive response and effectively applies the course concepts and language • Effectively integrates relevant evidence and examples throughout 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the role of power and authority in achieving desirable outcomes for all persons in ONE society • Relates implications of the relationship between power and authority and desirable outcomes for persons in ONE society • Presents a logical and cohesive response and applies relevant course concepts and language • Integrates relevant evidence and examples throughout 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of the role of power and/or authority in achieving desirable outcomes for all persons in ONE society • States relationship(s) between power and/or authority and desirable outcomes for persons in ONE society • Presents an organised response and uses some course concepts and language • Uses relevant evidence and examples 	9–12
<ul style="list-style-type: none"> • Provides a limited understanding of power and/or authority in achieving desirable outcomes for all persons in society • Uses some course concepts and language • May use example(s) 	5–8
<ul style="list-style-type: none"> • Mentions power and/or authority and/or inequalities in society • May mention course concepts 	1–4

Question 26 — Work and Leisure

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how power and authority influence accessibility to work and leisure • Clearly shows how and/or why power and authority influence accessibility to work and leisure • Presents a sustained, logical and cohesive response and effectively applies the course concepts and language • Effectively integrates relevant evidence and examples throughout 	17–20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how power and authority influence accessibility to work and leisure • Shows how and/or why power and authority influence accessibility to work and leisure • Presents a logical and cohesive response and applies relevant course concepts and language • Integrates relevant evidence and examples throughout 	13–16
<ul style="list-style-type: none"> • Demonstrates some understanding of how power and/or authority influence accessibility to work and leisure in society • Refers to the influence of power and/or authority on accessibility to work and/or leisure in society • Presents an organised response and uses some course concepts and language • Uses relevant evidence and examples 	9–12
<ul style="list-style-type: none"> • Provides a limited understanding of power and/or authority and/or work and/or leisure • Uses some course concepts and language • May use example(s) 	5–8
<ul style="list-style-type: none"> • Mentions power and/or authority and/or work and/or leisure • May mention course concepts 	1–4

Society and Culture

2012 HSC Examination Mapping Grid

Section I — Social and Cultural Continuity and Change

Question	Marks	Content	Syllabus outcomes
1	1	Concepts	H7
2	1	Continuity and change	H4, H5, H7
3	1	Research process and methodologies	H6
4	1	Research process and methodologies	H6
5	1	Concepts	H1, H7
6	1	Continuity and change	H4, H7
7	1	Research process and methodologies	H6
8	1	Research process and methodologies	H6
9 (a)	1	Concepts	H1, H7
9 (b)	3	Continuity and change	H1, H3, H4
10 (a)	3	Continuity and change	H4
10 (b)	5	Selected country	H1, H3, H4, H5

Section II — Depth Studies

Question	Marks	Content	Syllabus outcomes
11	2	Popular Culture	H2, H7
12	6	Popular Culture	H5, H7
13	12	Popular Culture	H2, H5, H7, H10
14	2	Belief Systems	H3, H7
15	6	Belief Systems	H2, H3, H5
16	12	Belief Systems	H2, H3, H4, H7, H10
17	2	Equality and Difference	H2, H3
18	6	Equality and Difference	H2, H3, H5
19	12	Equality and Difference	H3, H4, H7, H10
20	2	Work and Leisure	H2, H7
21	6	Work and Leisure	H2, H3, H5
22	12	Work and Leisure	H3, H5, H7, H10

Section III — Depth Studies

Question	Marks	Content	Syllabus outcomes
23	20	Popular Culture	H2, H3, H4, H5, H7, H10
24	20	Belief Systems	H2, H3, H4, H5, H7, H10
25	20	Equality and Difference	H2, H3, H4, H5, H7, H10
26	20	Work and Leisure	H2, H3, H4, H5, H7, H10