

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

Society and Culture

ACKNOWLEDGEMENTS

Question 3 (b) – Photograph: Credit Steven Siewert / The Sydney Morning Herald

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Society and Culture

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Society and Culture. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Society and Culture syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Society and Culture specimen paper:

- A rubric indicating general criteria for judging performance has been placed at the beginning of Section II of the paper to clearly indicate the factors that will be used to assess responses to the question(s). These criteria are in addition to criteria specific to each question.
- The nature and amount of source material may vary from year to year. Stimulus and source material will only be provided when it is essential to answering the question.

Society and Culture

HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
1(a)	3	Social & Cultural Continuity and Change	H3, H6, H7	2 – 4
1(b)	3	Social & Cultural Continuity and Change	H3, H6, H7	2 – 4
2(a)	2	Social & Cultural Continuity and Change	H1, H3, H5, H6	2 – 4
2(b)	4	Social & Cultural Continuity and Change	H1, H3, H5, H6	2 – 5
3(a)	2	Social & Cultural Continuity and Change	H5	2 – 3
3(b)	4	Social & Cultural Continuity and Change	H5	2 – 6
4(a)	1	Social & Cultural Continuity and Change	H4	2 – 3
4(b)	5	Social & Cultural Continuity and Change	H1, H4	2 – 4
4(c)	6	Social & Cultural Continuity and Change	H1, H4, H7, H10	2 – 6
5(a) or (b)	20	Depth Study: Popular Culture	H2, H3, H7, H10	2 – 6
6(a) or (b)	20	Depth Study: Belief Systems	H2, H3, H7, H10	2 – 6
7(a) or (b)	20	Depth Study: Equality and Difference	H2, H3, H7, H10	2 – 6
8(a) or (b)	20	Depth Study: Work and Leisure	H2, H3, H7, H10	2 – 6

Personal Interest Project				
	Marks	Components	Syllabus outcomes	Targeted performance bands
	30	Clarity Conceptual Content Methodological Content Subject Matter Content Cross Cultural Content Integrative Skills Communication Skills Originality	H1, H6, H7, H8, H9, H10, H11	2 – 6



Sample marking guidelines for Society and Culture

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Society and Culture. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

Sample Marking Guidelines – Society and Culture

Marks

Question 3 (6 marks)

- (a) Outline ONE significant difference between power and authority. 2

Outcomes assessed: H5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a clear understanding of the difference between the concepts of power (the capacity to influence others) and authority (the legitimisation of power) 	2
<ul style="list-style-type: none"> Demonstrates some understanding of power or authority but does not outline a difference 	1

- (b) Explain how power without authority can affect decision making. In your answer, refer to the process of protest as illustrated in the photograph. 4

Refer to the photograph on page 4 of the Specimen Paper.

Outcomes assessed: H5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Effectively explains the influence of power without authority to affect decision making Provides appropriate reference to the process of protest as illustrated, and its role in affecting decision making 	4
<ul style="list-style-type: none"> Explains the influence of power without authority to affect decision making Some reference to the process of protest as illustrated 	3
<ul style="list-style-type: none"> Demonstrates an understanding of how power without authority can influence decision making but does not refer to the process of protest 	2
<ul style="list-style-type: none"> Refers to the photograph and/or mentions power, authority, process of protest 	1

Answers could include:

- An explanation of the influence of power in society, eg may discuss how pressure groups, through their size and audience, can arouse public awareness which will eventually lead to governments being pressured to change decisions
- Descriptions of groups with power who can influence decision making

Section II – Depth Studies

Question 5 – Popular Culture (20 marks)

- (a) Analyse the role of socialisation, and the effects of globalisation and technology in determining why people accept or reject popular culture.

In your answer you will be assessed on how well you:

- where appropriate, refer to specific examples to illustrate your answer
 - integrate course concepts using language appropriate to the Depth Study
 - present a sustained, logical and well-structured answer to the question
 - analyse relationships within and between social and cultural groups
-

Outcomes assessed: H2, H3, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies a range of aspects of socialisation and a range of the various components of globalisation and technology that influence the acceptance or rejection of popular culture. The distinguishing characteristics of popular culture are evident throughout • Course concepts are used in an appropriate way to relate the implications of complex relationships within and between social and cultural groups that impact on the acceptance or rejection of popular culture. A range of appropriate issues may be used to support the answer, using specific examples and/or case studies • Presents a sustained, logical and well structured answer to the question that relates a range of implications of socialisation, globalisation and technology to the acceptance or rejection of popular culture 	17 – 20
<ul style="list-style-type: none"> • Identifies some aspects of socialisation and some components of globalisation and technology that influence the acceptance or rejection of popular culture. The distinguishing characteristics of popular culture are clear throughout • Course concepts are used in an appropriate way to identify implications of complex relationships within and between social and cultural groups that impact on the acceptance or rejection of popular culture. Some issues may be used to support the answer and may be drawn from a case study or specific example • Presents a sustained and well organised answer to the question that relates some implications of socialisation, globalisation and technology to the acceptance or rejection of popular culture 	13 – 16

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an understanding of the role of socialisation and how globalisation and technology can influence the acceptance or rejection of popular culture. Some characteristics of popular culture are included throughout • Some course concepts are used to identify the nature of the relationships within and between social and cultural groups that relate to the acceptance or rejection of popular culture. Some issues may be described and may include examples/case study • Presents an organised answer to the question that identifies some implications of either socialisation and/or globalisation and/or technology that leads to the acceptance or rejection of popular culture 	9 – 12
<ul style="list-style-type: none"> • Outlines the role of socialisation and briefly discusses how globalisation and/or technology can influence the acceptance or rejection of popular culture. A limited number of clear characteristics of popular culture are included in the response • Some course concepts are used to describe at least one relationship between social and cultural groups that may relate to the acceptance or rejection of popular culture. May use examples/case study • Identifies a limited number of some aspects of socialisation and/or globalisation and/or technology that can lead to the acceptance or rejection of popular culture 	5 – 8
<ul style="list-style-type: none"> • Mentions the role of socialisation and how globalisation and/or technology can influence the acceptance or rejection of popular culture. A general understanding of the characteristics of popular culture is evident • Limited number of course concepts/terms are used to mention some relationships between social and cultural groups. These relationships may broadly relate to the acceptance or rejection of popular culture • Briefly mentions some implications of socialisation and/or globalisation and/or technology that can influence the acceptance or rejection of popular culture 	1 – 4

Answers could include:

- Identification of appropriate components of popular culture and the relationship between them
- The distinguishing characteristics of popular culture
- The consumption of popular culture
- The issue of access, including class, age, gender, location, ethnicity and sexuality
- The roles of heroes and mythology
- The roles of official and unofficial censorship
- Drawing out and relating the implications of continuity and change in the consumption of popular culture



Sample marking guidelines for practical tasks and submitted works in Society and Culture

The following sample marking guidelines have been developed for the Personal Interest Project - the submitted work component of the HSC Examination in Society and Culture. In conjunction with the previously published sample marking guidelines for selected questions from the 2001 HSC Specimen Examination paper, they indicate the approach that would be taken to marking student responses for the entire examination.

For this component of the examination, the following are included:

1. A description of the task, derived from the syllabus
2. The syllabus outcomes that are assessed by the task
3. The criteria, derived from the outcomes, that are used to assess the task
4. The marking guidelines for each component of the task

The marking guidelines describe the full range of performance typically demonstrated by students. Descriptions are given for ranges of marks, representing performances at different levels of achievement. In marking a response, the marker initially assigns it to one of these levels, and the judgement is then refined to decide on the mark to be awarded. Markers use a variety of strategies, including sample responses, to assist them in this process.

For the HSC examinations in 2001 and beyond, marking guidelines for all parts of the examination will be developed by the examination committee. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

HSC examination overview

The HSC examination for Society and Culture consists of a written paper worth 70 marks and a Personal Interest Project worth 30 marks.

Task: Personal Interest Project (30 marks)

The Personal Interest Project enables students to demonstrate the development of their interests, research skills and personal experiences concerning the interactions between persons, societies, cultures and environments across time. In particular students will be able to demonstrate the development and application of social and cultural research methodologies in completing their Personal Interest Project.

The Personal Interest Project is to:

- be a topic of the student's own choice
- be related to the course
- use appropriate methodologies
- include a cross-cultural perspective

Guidelines for the Personal Interest Project:

- The project must be the student's own work and have a substantial amount of subject matter brought together on the basis of their reading, research and personal experience
- A range of methodologies should be applied that are suited to the topic
- The project must be individually produced by the student
- A Personal Interest Project Diary should be maintained and used to form the basis of the PIP Log

In the presentation of the Personal Interest Project, the following components must be presented:

- An introduction of no more than 500 words that gives a brief description of the topic and methodologies used
- A log of no more than 500 words that should be based on the student's Personal Interest Project Diary
- Central material of the Personal Interest Project between 2500 and 5000 words which may be accompanied by photographs, tables, graphs and/or diagrams. The central material must contain a cross-cultural perspective, that is, a perspective different from the student's own.
- A concluding statement of no more than 500 words stating what the student has learned from the Personal Interest Project
- A resource list that contains annotated references used in the Personal Interest Project
- Certification in two components:
 - the student will report their progress at three points during the process and the student and teacher will sign these reports
 - a final statement signed by the principal, teacher and student certifying the work to be the student's own

Assessment criteria

- Evidence of achievement of the course outcomes
- The clarity of the topic, and the purposes and procedures of the PIP
- A demonstrated understanding and application of the fundamental concepts and other concepts of the course
- The appropriate use of methodologies essential to the course
- The accuracy and relevance of the subject matter for the purposes of the PIP
- A demonstrated knowledge and understanding of viewpoints different from the immediate culture of the student
- An integration of various aspects of the course in a coherent structure
- Conclusions proceeding from the stated introduction and arguments presented in the PIP
- Evidence that personal experience is related to public traditions of knowledge
- Effective communication of the student’s ideas to a wider audience
- Evidence of originality in design, execution and analysis

Outcomes assessed: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a well-developed understanding of the interactions between persons, societies, cultures and environments over time that demonstrates diversity and commonality within societies and cultures • Effectively applies social and cultural research methodologies and makes informed judgements on the usefulness, validity and bias of information that contributed to the project • Presents accurate and relevant ideas, issues and information relating personal experience and public knowledge and drawn from a number of perspectives and resources to analyse relationships between social and cultural groups • Effectively uses and applies social and cultural terms and concepts throughout the project • Presents a clear, coherent and well-structured report that effectively communicates the student’s ideas, incorporating appropriate language, and where applicable, photos, tables and/or diagrams 	25 – 30

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a good understanding of the interactions between persons, societies, cultures and environments over time that demonstrates diversity and commonality within societies and cultures • Applies social and cultural research methodologies and makes appropriate judgements on the usefulness, validity and bias of information that contributed to the project • Presents appropriate ideas, issues and information relating personal experience and public knowledge and drawn from a number of perspectives and resources to describe relationships between social and cultural groups • Uses and applies social and cultural terms and concepts throughout the project • Presents a clear and well structured report that effectively communicates the student’s ideas and incorporates appropriate language, and where applicable, photographs, tables and/or diagrams 	19 – 24
<ul style="list-style-type: none"> • Identifies a variety of interactions between persons, societies, cultures and environments over time that demonstrates diversity and/or commonality within societies and cultures • Uses social and cultural research methodologies and makes some judgements on the usefulness, validity and/or bias of information that contributed to the project • Presents ideas, issues and/or information relating some personal and/or public knowledge and drawn from perspectives and resources to describe relationships between social and/or cultural groups • Uses social and cultural terms and concepts throughout the project • Presents a clear report that communicates the student’s ideas, and includes the appropriate use of language, and where applicable, some use of photos, tables and/or diagrams 	13 – 18
<ul style="list-style-type: none"> • Identifies some interactions between persons, societies, cultures and/or environments over time • Uses at least one social and/or cultural research methodology and makes some judgements on the usefulness, validity and/or bias of information that may have contributed to the project • Presents some ideas, issues and/or information to describe relationships between social and/or cultural groups • Uses some social and/or cultural terms and concepts throughout the project • Presents a report that communicates the student’s ideas and includes some use of appropriate language, and where applicable, some use of photographs, tables and/or diagrams 	7 – 12

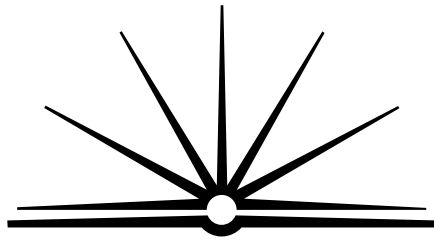
Criteria	Marks
<ul style="list-style-type: none">• Identifies at least one interaction between persons, societies, cultures and environments• Uses at least one social and/or cultural research methodology• Names an idea, issue and/or gives some information to state a relationship between a social and/or a cultural group• Limited use of social and/or cultural terms and/or concepts• Presents a report that communicates the student's ideas, and may include some use of photographs, tables and/or diagrams	1 – 6

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Centre Number

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Student Number



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Society and Culture

General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using blue or black pen
- Write your Centre Number and Student Number at the top of this page

Section I Pages 2 – 5

Total marks (30)

This section has two parts, Part A and Part B

- Attempt Questions 1 – 4
- Allow about 50 minutes for this section

Section II Pages 6 – 7

Total marks (40)

- Attempt TWO questions from Questions 5 – 8
- Allow about 1 hour and 10 minutes for this section

Section I – Core: Social and Cultural Continuity and Change

Allow about 50 minutes for this section

Part A

Total marks (18)

Attempt Questions 1 – 3

Answer the questions in the spaces provided.

Question 1 (6 marks)

Marks

You are asked to conduct research on the effects of changing gender roles on family relationships.

Explain how this research could be undertaken using the following TWO methodologies.

(a) Survey

3

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(b) Focus group

3

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Question 2 (6 marks)

Name ONE significant group in a society.....

(a) Name TWO cultural features that help to identify this group. **2**

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(b) How is continuity demonstrated in the way this group participates in a tradition of the wider society? **4**

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Question 3 (6 marks)

- (a) Outline ONE significant difference between power and authority. 2

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- (b) Explain how power without authority can affect decision making. In your answer, refer to the process of protest as illustrated in the photograph. 4



Students protest against a government decision to reduce university funding.

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Section I – Core: Social and Cultural Continuity and Change

Part B

Total marks (12)

Attempt Question 4

Answer the question in a writing booklet. Extra writing booklets are available.

	Marks
Question 4 (12 marks)	
What has been the impact of change in the country you have studied?	
To answer this question:	
(a) identify ONE change;	1
(b) explain who has benefited from the change and in what ways they have benefited;	5
(c) explain how the change may influence future directions in the country.	6

Section II – Depth Studies

Total marks (40)

Attempt TWO questions from Questions 5 – 8

Allow about 1 hour and 10 minutes for this section

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you:

- where appropriate, refer to specific examples to illustrate your answer
 - apply course concepts using language appropriate to the Depth Study
 - present a sustained, logical and well-structured answer to the question
 - analyse relationships within and between social and cultural groups
-

Question 5 — Popular Culture (20 marks)

- (a) Analyse the role of socialisation, and the effects of globalisation and technology, in determining why people accept or reject popular culture.

OR

- (b) Analyse the role of media and marketing, and the effects of technology, on the consumption of popular culture by individuals and groups in the macro world.

Question 6 — Belief Systems (20 marks)

- (a) Analyse the role of values, and the effects of power structures and conflict, in determining why people accept or reject a belief system.

OR

- (b) Analyse the impact of globalisation, technology, and conflict on ONE belief system.

Question 7 — Equality and Difference (20 marks)

- (a) Analyse how identity, the effects of discrimination, and degrees of equality affect ONE group in a society.

OR

- (b) Analyse the influence of legislation, the effects of affirmative action, and the role of community initiatives in reducing social inequality.

Question 8 — Work and Leisure (20 marks)

- (a) Analyse the role of employment and unemployment, the effects of status, and the influence of values, on personal identity.

OR

- (b) Analyse the influence of gender, casual and part-time work, and technology, on the changing patterns of work and leisure in ONE society.

End of paper

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