2013 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change

Multiple-choice Answer Key

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

Question 9

Criteria	Marks
• Clearly provides a variety of effects that technology has on the interaction between persons in the micro world • Presents a well-organised response that uses examples • Applies relevant course concepts and language	4
• Provides some effects that technology has on the interaction between persons in the micro world • Presents an organised response that uses some examples • Uses relevant course concepts and language	3
• Indicates the effect/s of technology on the interaction between persons in the micro world • May mention course concepts and language	2
• Refers to technology and/or the micro world	1

Sample answer:

Technology such as smart phones may allow friends to communicate more frequently. This non face-to-face communication may lead to misunderstandings because of the absence of nonverbal cues compared to verbal face to face conversation between friends. The internet has allowed students to submit assessment tasks on line compared to a hard copy submission. This has saved time collecting tasks in the classroom.

Answers could include:

Interactions in the micro world can include communication and socialisation amongst groups such as family members, and/or peers and/or friendship groups. Interactions can include traditional and modern forms of technology.

Technology can have positive and negative impacts on interactions between persons in the micro world.

Some of these impacts can include: more speedy and efficient forms of communication; better access to information; and misunderstandings associated with less face to face communication.

Question 10 (a)

Criteria	Marks
• Sketches in general terms ONE feature of traditional culture in the country identified	2
• Makes a relevant point	1

Sample answer:

A key feature of traditional Japanese culture was the caste system. There was a clear hierarchy with the Emperor having the highest level of status and authority. Other social groups such as the samurai, merchants and artisans had less influence.

Answers could include:

Students MUST refer to a country they have studied.

Traditional culture features can include: kinship structures, religion, power and authority, education, gender roles.

Question 10 (b)

Criteria	Marks
• Clearly provides points for and/or against the effect of modernisation on the feature of traditional culture in the country identified • Presents a well-organised response that uses examples • Applies relevant course concepts and language	5–6
• Provides points for and/or against the effect of modernisation on the feature of traditional culture in the country identified • Presents an organised response that may use examples • Uses course concepts and language	3–4
• Refers to modernisation and/or an effect of modernisation in the country identified • May mention course concepts and/or language	1–2

Sample answer:

Modernisation has largely overturned the caste system of pre-Meiji Japan. Democratic reforms, higher levels of education, industrialisation and greater opportunities to choose occupations have increased social mobility, enabling individuals to increase their socio-economic status. Family and kinship no longer determine status and authority.

While there may be a legacy of the caste system in the conformity and subservience apparent in some social groups, modernisation has brought about greater individualism, increased income and wealth, and a questioning of traditional hierarchies.

Answers could include:

Features of modernisation include: social mobility, application of science, centralised government, transformation of social relations.

Positive impacts of modernisation: improved access to services, higher income and wealth, democratisation, improved standards of living, increased access to knowledge and information.

Negative impacts of modernisation: decline of traditional kinship structures, breakdown of local communities, erosion of traditional power and authority, alienation and social isolation.

Section II — Depth Studies

Popular Culture

Question 11

Criteria	Marks
• Clearly provides characteristics and features of the role of paraphernalia in the consumption of ONE popular culture • Presents a well-organised response that uses examples • Applies relevant course concepts and language	4
• Provides characteristics and features of the role of paraphernalia in the consumption of ONE popular culture • Presents an organised response that may use examples • Uses relevant course concepts and language	3
• Indicates a feature(s) of the role of paraphernalia in ONE popular culture • May mention course concepts and language	2
• Refers to paraphernalia in ONE popular culture	1

Sample answer:

Paraphernalia is all the merchandise or products that create the popular culture. The purchasing of the paraphernalia enables the consumers to access the values and mythology that defines the popular culture. For example, in the popular culture of denim young people identify with the values of freedom and/or egalitarianism through consumption of the popular culture.

Owning the paraphernalia assists in identifying with the ideology of the popular culture and this ownership influences the socialisation and identity of both individuals and groups of people.

The production of paraphernalia is of importance to producers because it promotes the consumerism and profit-making vital to the perpetuation of the popular culture.

Answers could include:

Examples of paraphernalia:
Music genre: Rock and roll: T-shirts, bags, caps, iPad sleeves, posters, video games.
                Kids' Music: Wiggles: back packs, DVDs, pencil cases, stuffed toys.
Fashion: Denim: bags, caps, jackets, shirts, shoes, suits.

Question 12

Criteria	Marks
• Clearly shows why and/or how technology influences the globalisation of ONE popular culture • Presents a well-organised response that uses examples • Applies relevant course concepts and language	5–6
• Shows why and/or how technology influences the globalisation of ONE popular culture • Presents an organised response that may use examples • Uses course concepts and language	3–4
• Refers to technology and/or globalisation in ONE popular culture • May mention course concepts and/or language	1–2

Sample answer:

Technological developments have fuelled globalisation ie the 'seemingly sameness' being experienced as the world becomes a smaller place. Advances in technology have enabled the manufacture and production of consumer goods, paraphernalia or commodities of popular culture to be designed and produced in different countries of the world. This process utilises labour at a global level. This system of manufacturing and technology supports globalisation.

The technology associated with media communication in marketing also fuels globalisation. Popular culture thrives on consumer access. As well, marketing and advertising via the media and its associated technology allow consumers to access the commodities of the popular culture.

Answers could include:

Television advertisements for toy shops; computer downloads for music; internet advertising for jeans; multinational corporations engaging with global manufacturing processes.

Question 13

Criteria	Marks
• Demonstrates a high level of understanding of how ONE popular culture has contributed to social change • Makes informed judgement(s) about how ONE popular culture has contributed to social change • Presents a sustained, logical and cohesive response • Applies a range of concepts and language • Supports statements with appropriate examples	9–10
• Demonstrates a sound understanding of how ONE popular culture has contributed to social change • Makes a judgement(s) about how ONE popular culture has contributed to social change • Presents a logical and cohesive response • Applies course concepts and language • Supports statements with examples	7–8
• Demonstrates some understanding of how ONE popular culture has contributed to social change • Makes a limited judgement(s) about how ONE popular culture has contributed to social change • Uses course concepts and language • May include examples	5–6
• Demonstrates limited understanding of the contribution of popular culture to social change • May use course concept(s) and language	3–4
• Refers to popular culture and/or social change	1–2

Answers could include:

Kids' music has brought about significant changes in:
• Families – consumption of this popular culture reflects and enforces a greater influence of kids within families and kinship networks
• Values – consumption of commercial products may also contribute to an acceptance of materialism and early interaction with technology
• Kids' music can serve as an introduction to rock'n'roll and other music genres, helping to perpetuate these genres
• Identity – kids may identify not only with family and community, but also with a particular type of kids' music
• Increased institutional power – produces and marketers emerge as significant agents of socialisation. Micro world influences may become less important.

Belief Systems

Question 14

Criteria	Marks
• Clearly provides characteristics and features of the importance of ONE symbol in ONE belief system • Presents a well-organised response that uses examples • Applies relevant course concepts and language	4
• Provides characteristics and features of the importance of ONE symbol in ONE belief system • Presents an organised response that may use examples • Uses relevant course concepts and language	3
• Indicates a feature(s) of ONE symbol in ONE belief system • May mention course concepts and language	2
• Refers to a symbol/feature of a symbol in a belief system	1

Sample answer:

Symbols are a very important feature of belief systems as they embody the philosophy of the system. One important symbol in Buddhism is the lotus flower. The lotus flower begins its life in muddy waters and rises to gain purity. This symbol refers to the process of purification of body, speech and mind and the blossoming of wholesome deeds, purity and enlightenment. The lotus flower conveys great meaning in the philosophy of Buddhism.

Answers could include:

Belief systems can include capitalism, communism, democracy, humanism, Islam, Christianity.

Christianity: The Cross
Islam: the crescent moon
Judaism: Star of David
Capitalism: dollar sign
Feminism: burning bra

Question 15

Criteria	Marks
• Clearly shows how religious and non-religious belief systems are different • Presents a well-organised response that uses examples • Applies relevant course concepts and language	5–6
• Shows how religious and non-religious belief systems are different • Presents an organised response that may use example • Uses course concepts and language	3–4
• Refers to a difference between religious and non-religious belief systems	1–2

Sample answer:

Religious and non-religious belief systems can differ in that religious belief systems have a god or a supreme being central to their system. The idea of a god or spiritual leader is of utmost importance as the teachings and beliefs are embodied in this figure. Christianity is an example of a religious belief system and God features strongly in this system.

Religious belief systems offer explanations of life after death and how our actions can have consequences that transcend the human life.

Non-religious belief systems often have a secular focus. The beliefs of all religions depend on myths, which describe such things as their god/s of spirit forces, the world and how it began, and what life is all about.

Both religious and non-religious belief systems incorporate world views and ideology. Ritual is also important in both systems, but is a central feature of religious belief systems.

Answers could include:

Belief systems can include capitalism, communism, democracy, humanism, Islam, Christianity.

Question 16

Criteria	Marks
• Demonstrates a high level of understanding of the influence of ONE belief system on the wider society at both a national and a global level • Makes informed judgement(s) about how ONE belief system has influenced the wider society at both a national and a global level • Presents a sustained, logical and cohesive response • Applies a range of concepts and language • Supports statements with appropriate examples	9–10
• Demonstrates a sound understanding of the influence of ONE belief system on the wider society at both a national and a global level • Makes a judgement(s) about how ONE belief system has influenced the wider society at both a national and/or a global level • Presents a logical and cohesive response • Applies course concepts and language • Supports statements with examples	7–8
• Demonstrates some understanding of the influence of ONE belief system on the wider society at both a national and/or a global level • Makes a limited judgement(s) about how ONE belief system has influenced the wider society at a national and/or a global level • Uses course concepts and language • May include examples	5–6
• Demonstrates limited understanding of the influence of ONE belief system on the wider society • May use course concept(s) and language	3–4
• Refers to the influence of belief systems on society	1–2

Sample answer:

Buddhism as a belief system has made a great impact on the society and culture of Australia and the world. The diffusion of Buddhism in my local area has created diversity in local communities, eg, meditation centres, cooking schools, study weekends, retreats for awareness and positive psychology.

The establishment of temples and places of gathering has supported democracy and helps to consolidate the value of tolerance for a multicultural society. Globally the work of the Dali Lama has brought the ideology of compassion and karma close to the people bringing about a greater awareness of the philosophy of cause and effect.

Buddhism has been adopted and adapted by communities and countries globally and has been influencing people's lives.

Answers could include:

Belief systems can include capitalism, communism, humanism, Islam, Christianity.

Equality and Difference

Question 17

Criteria	Marks
• Clearly provides characteristics and features of the similarities that exist between people from different social and cultural groups • Presents a well-organised response that uses examples • Applies relevant course concepts and language	4
• Provides characteristics and features of the similarity that exists between people from different social and cultural groups • Presents an organised response that may use examples • Uses relevant course concepts and language	3
• Indicates a similarity that exists between people from different social and cultural groups • May mention course concepts and language	2
• Refers to a similarity associated with social or cultural groups	1

Sample answer:

In Australia, values differ widely between people from different classes. Despite this there are commonly held values which are considered to have a broad appeal to all social classes. For example, egalitarianism and the idea of a 'fair-go' is one such value.

People from different social and cultural groups may also participate in shared events such as religious and secular celebrations. For example, grand final, ANZAC Day, Christmas, New Year.

Question 18

Criteria	Marks
• Clearly shows why and/or how an individual's identity may influence their perception of others • Presents a well-organised response that uses examples • Applies relevant course concepts and language	5–6
• Shows why and/or how an individual's identity may influence their perception of others • Presents an organised response that may use examples • Uses course concepts and language	3–4
• Refers to identity and/or its relation to perception of others	1–2

Sample answer:

A person's racial or ethnic identity can influence how they react to other people. For example, it can make people more tolerant or respectful of others perceived to be from similar racial groups or it can lead to prejudice or discrimination against people perceived to be from minority racial groups. In this way racial identity can help to isolate people or bring them together.

A person's social class can also impact on their perceptions of others. For example, class perceptions can allow access to resources which are restricted to some groups.

Question 19

Criteria	Marks
• Demonstrates a high level of understanding of how community initiatives and legislation have reduced inequality • Makes informed judgement(s) about the extent to which community initiatives and legislation may have reduced inequality • Presents a sustained, logical and cohesive response • Applies a range of concepts and language • Supports statements with appropriate examples	9–10
• Demonstrates a sound understanding of how community initiatives and legislation have reduced inequality • Makes a judgement(s) about the extent to which community initiatives and legislation may have reduced inequality • Presents a logical and cohesive response • Applies course concepts and language • Supports statements with examples	7–8
• Demonstrates some understanding of how community initiatives and/or legislation have reduced inequality • Makes a limited judgement(s) about the extent to which community initiatives and/or legislation may have/has reduced inequality • Uses course concepts and language • May include examples	5–6
• Demonstrates limited understanding of how community initiatives and/or legislation may have reduced inequality • May use course concept(s) and language	3–4
• Refers to community initiatives and/or legislation	1–2

Sample answer:

Responses to inequality can occur at both micro and macro levels. These responses can also be informal or formal. Community responses to inequality tend to be informal and may often lead to more formalised responses in the form of laws, government redistribution of resources or better access to goods and services.

For example, community concern over women's rights status provided the impetus for legislative change making it illegal to discriminate against women in the workplace.

Community activism for equal rights has also been evident in the gay and lesbian community where legislation criminalising same-sex relations has been repealed or reformed. Legislation can occur at local, national and global level and access to the law can vary according to class and status differentiation.

Work and Leisure

Question 20

Criteria	Marks
• Clearly provides characteristics and features of the cultural significance of leisure • Presents a well-organised response that uses evidence • Applies relevant course concepts and language	4
• Provides characteristics and features of the significance of leisure • Presents an organised response that may use evidence • Uses relevant course concepts and language	3
• Indicates a feature(s) of the significance of leisure • May mention course concepts and language	2
• Refers to culture and leisure	1

Sample answer:

Leisure is significant in local, national and global contexts. Like work, and in relation to it, leisure is important in defining individual and group identities. Shared leisure pursuits, such as sports, can promote a sense of commonality and belonging among people. Leisure also helps to differentiate and create distinction between individuals and groups through the status accorded to various leisure pursuits.

Leisure is important to identity as unlike other activities, such as work, leisure activities are seen to be more open to choice.

Question 21

Criteria	Marks
• Clearly shows why and/or how technology affects patterns of work • Presents a well-organised response that uses examples • Applies course concepts and language throughout	5–6
• Shows why and/or how technology affects patterns of work • Presents an organised response that may use examples • Uses course concepts and language	3–4
• Refers to technology and patterns of work	1–2

Sample answer:

Technology has been the historical driver in changes to workplace practices. Technology has changed the time people have spent at work and what type of work people have done. For example, during the 20th century technological changes saw Australia shift from a manufacturing to a knowledge based economy. During the Industrial Revolution, people in Europe moved from agricultural and household production into factories based in urban settings. More recently, communication technology has once again allowed people to work increasingly from home and has offered more flexibility in working hours/shifts.
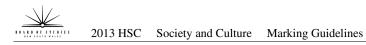
Question 22

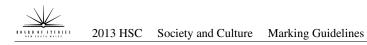| Criteria	Marks
• Demonstrates a high level of understanding of how social class affects work and leisure opportunities • Makes informed judgement(s) about how social class impacts on work and leisure opportunities • Presents a sustained, logical and cohesive response • Applies a range of concepts and language • Supports statements with appropriate examples	9–10
• Demonstrates a sound understanding of how social class affects work and leisure opportunities • Makes a judgement(s) about how social class impacts on work and leisure opportunities • Presents a logical and cohesive response • Applies course concepts and language • Supports statements with examples	7–8
• Demonstrates some understanding of how social class affects work and/or leisure opportunities • Makes a limited judgement(s) about the impact of social class on work and/or leisure opportunities • Uses course concepts and language • May include examples	5–6
• Demonstrates limited understanding of social class and work and/or leisure opportunities • May use course concept(s) and language	3–4
• Refers to social class and/or work and/or leisure opportunities	1–2

Section III — Depth Studies

Question 23 — Popular Culture

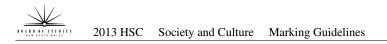| Criteria	Marks
• Demonstrates a thorough understanding of the influence of institutional power on TWO of the distinguishing characteristics of popular culture • Clearly shows why and/or how institutional power influences TWO of the distinguishing characteristics of popular culture • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates relevant examples throughout	17–20
• Demonstrates a sound understanding of the influence of institutional power on TWO of the distinguishing characteristics of popular culture • Shows why and/or how institutional power influences TWO of the distinguishing characteristics of popular culture • Presents a logical and cohesive response and applies relevant course concepts and language • Integrates relevant examples throughout	13–16
• Demonstrates some understanding of how institutional power influences TWO of the distinguishing characteristics of popular culture • Shows the relationship(s) between institutional power and ONE/TWO of the distinguishing characteristics of popular culture • Presents an organised response • Uses some course concepts and language • Uses relevant examples	9–12
• Provides a limited understanding of how institutional power influences at least one of the distinguishing characteristics of popular culture • Uses some course concepts and language • May use example(s)	5–8
• Mentions institutional power and/or distinguishing characteristics of popular culture • May mention course concepts	1–4

Question 24 — Belief Systems

Criteria	Marks
• Demonstrates a thorough understanding of the influence of power structures on continuity and change in ONE belief system • Clearly shows why and/or how power structures influence both continuity and change in ONE belief system • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates relevant examples throughout	17–20
• Demonstrates a sound understanding of the influence of power structures on continuity and change in ONE belief system • Shows why and/or how power structures influence both continuity and change in ONE belief system • Presents a logical and cohesive response • Applies relevant course concepts and language • Integrates relevant examples throughout	13–16
• Demonstrates some understanding of the influence of power structures on continuity and/or change in ONE belief system • Shows the relationship(s) between power structures and continuity and/or change in ONE belief system • Presents an organised response • Uses some course concepts and language • Uses relevant examples	9–12
• Provides a limited understanding of the influence of power structures on continuity and/or change in ONE belief system • Uses some course concepts and language • May use example(s)	5–8
• Mentions power structures and/or continuity and/or change in belief system(s) • May mention course concepts	1–4

Question 25 — Equality and Difference

Criteria	Marks
• Demonstrates a thorough understanding of the influence of social differentiation on inequality in ONE society • Clearly shows why and/or how social differentiation influences inequality in ONE society • Presents a sustained logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates relevant examples throughout	17–20
• Demonstrates a sound understanding of the influence of social differentiation on inequality in ONE society • Shows why and/or how social differentiation influences inequality in ONE society • Presents a logical and cohesive response • Applies relevant course concepts and language • Integrates relevant examples throughout	13–16
• Demonstrates some understanding of the influence of social differentiation on inequality in ONE society • Shows the relationship between social differentiation and inequality in ONE society • Presents an organised response • Uses some course concepts and language • Uses relevant examples	9–12
• Provides a limited understanding of the influence of social differentiation on inequality in ONE society • Uses some course concepts and language • May use example(s)	5–8
• Mentions social differentiation and/or inequality in society • May mention course concepts	1–4

Question 26 — Work and Leisure

Criteria	Marks
• Demonstrates a thorough understanding of the influence of status on work and leisure in ONE society • Clearly shows why and/or how status influences work and leisure in ONE society • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language • Effectively integrates relevant examples throughout	17–20
• Demonstrates a sound understanding of the influence of status on work and leisure in ONE society • Shows why and/or how status influences work and leisure in ONE society • Presents a logical and cohesive response • Applies relevant course concepts and language • Integrates relevant examples throughout	13–16
• Demonstrates some understanding of the influence of status on work and/or leisure in ONE society • Refers to the influence of status on work and/or leisure in society • Presents an organised response • Uses some course concepts and language • Uses relevant examples	9–12
• Provides a limited understanding of the influence of status on work and/or leisure in ONE society • Uses some course concepts and language • May use example(s)	5–8
• Mentions status and/or work and/or leisure • May mention course concepts	1–4

Society and Culture
2013 HSC Examination Mapping Grid

Section I — Social and Cultural Continuity and Change

Question	Marks	Content	Syllabus outcomes
1	1	Concepts	H7
2	1	Concepts	H7
3	1	Research method	H6
4	1	Research method	H6
5	1	Research method	H6
6	1	Concepts	H7
7	1	Concepts	H7
8	1	Research method	H6
9	4	Concepts	H1, H7
10 (a)	2	Continuity and change; country study	H1
10 (b)	6	Continuity and change; country study	H1, H4, H7

Section II — Depth Studies

Question	Marks	Content	Syllabus outcomes
11	4	Popular Culture	H7, H10
12	6	Popular Culture	H5, H7, H10
13	10	Popular Culture	H4, H5, H7, H10
14	4	Belief Systems	H7, H10
15	6	Belief Systems	H5, H7, H10
16	10	Belief Systems	H4, H5, H7, H10
17	4	Equality and Difference	H7, H10
18	6	Equality and Difference	H5, H7, H10
19	10	Equality and Difference	H4, H5, H7, H10
20	4	Work and Leisure	H7, H10
21	6	Work and Leisure	H5, H7, H10
22	10	Work and Leisure	H4, 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