



2011 Society and Culture HSC Examination '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 1

Answers could include:

- Features such as social welfare and health, education, government and institutions
- Changes such as changing values, power, authority, norms and structures

Answers should distinguish between regions and countries (eg Bali is not acceptable).

Question 1 (a)

Sample answer:

Women in Japan now have a greater role in the workforce.

Question 1 (b)

Sample answer:

During the isolation period in Japan, women worked at home by keeping the house and raising the family. The Meiji Restoration introduced Western ideas such as feminism. Today, women in Japan participate in the workforce in traditionally male roles.

Question 5

Sample answer:

One ethical procedure that would have been considered was gaining consent from the children's parents. This is important because parents should be informed when their children are providing information to be published.

Answers could include:

- Gaining consent from the children and/or parents/guardians
- Safety
- Anonymity
- Recognition of prejudice and/or bias
- Access to information and age-appropriate data

Question 11

Sample answer:

The interactions between culture and environment have changed dramatically over time in Japan. This is best seen in the rapid urbanisation of the Japanese population. Before the Meiji Restoration, Japan was predominantly an agricultural culture and was ruled by feudal systems. The Meiji Restoration brought modern industrial technologies, such as trains, which allowed for greater movement of people around Japan, as well as the creation of large cities. Throughout the 20th century, Japan became an industrialised culture and many people moved into or closer to the

cities. This greatly changed Japanese culture and day-to-day life. The government is now a democracy, which means that people have a greater say in the continuity of, and changes to, Japanese culture. The industrialisation and urbanisation of Japan in the 20th century have led to major changes in the role of women, the strictness of families, and spiritual practice.

Answers could include:

- Aspects of culture, such as norms, social mores, language, family life, dress, the arts, technology, beliefs and law
- Aspects of the environment, such as a particular physical setting, urban/rural, and the social or political environment
- Interactions, such as the effect of industrialisation on family life or social norms, farming practices and population density

Students should identify a country in the space provided, not a region (eg Bali is not acceptable).

Section II — Depth Studies

Question 12 — Popular Culture

Question 12 (a)

Answers could include:

- A popular culture drawn from areas such as music genres, sport, movies, television, toys, animation and fashion
- A variety of means of access to one popular culture, and may refer to consumption and/or interaction
- Forms of access, such as passive consumption, participation in creation through underground or online communities, and the acquisition of paraphernalia and associated commercial products

Question 12 (b)

Answers could include:

- Official censorship, such as government regulatory agencies, the legal system, industry bodies and schools
- Unofficial censorship, such as religion, family and peers
- Examples such as Indian government control over access to Bollywood films, MPAA ratings application to film in Australia, religious opposition to rap music, and family norms prohibiting access to teen films

Students may refer to the same popular culture as in (a) and (c), but they are not required to do so. Responses should show how both official and unofficial censorship agents seek to control consumption of, access to, and/or distribution of one popular culture. They may also show how attempts to restrict access and consumption through censorship can affect participation in popular culture, both positively and negatively.

Question 12 (c)***Answers could include:***

- Positive examples, such as increased tolerance of out-groups in society as a result of the growing popularity of different genres of music or film, and an enhanced sense of belonging among disenfranchised youth
- Negative examples, such as perceived increases in violent, anti-social or sexualised behaviour among young people, social fragmentation and isolation

Students may refer to the same popular culture as in (a) and (b), but they are not required to do so. Responses should outline a range of both positive and negative aspects of one popular culture that have become integrated into society, using examples.

Question 13 — Belief Systems**Question 13 (a)*****Answers could include:***

- Worldview develops when large populations hold the same beliefs
- Belief systems produce worldviews
- Terms such as organised ideas, accepted set of ideas, ideas that attempt to explain social worlds, and cultural worlds and/or physical and psychological worlds

Question 13 (b)***Answers could include:***

- Differences such as:
 - power structures: either a god or other deity or hierarchical power structures, or an absence of the notion of a god
 - culture, including the number and importance of life-cycle rituals; viewpoints of cultural norms, eg the importance of material possessions; and the power and status of gender
 - other differences may exist involving the importance of place of worship, the number of adherents, notions of spirituality, and institutional beliefs
- Differences in religious and non-religious belief systems arise due to the consequences of culture and time
- A belief system is an organised, shared set of principles and ideas that represent a holistic perspective
- Religious belief systems may be identified as Christianity, Islam, Buddhism, Hinduism, Judaism and Taoism
- Non-religious belief systems may be identified as humanism, environmentalism, democracy, consumerism, capitalism and feminism

Question 13 (c)***Answers could include:***

- National: changing number of adherents, establishment of places of worship and the impact on the changing landscape and/or nation-state/heritage/identity, and educational curriculum
- Global: cohesive world cooperation, power of worldviews to influence peace and conflict, technology's role in the diffusion of the belief system and its perception, and the role of the belief system in globalisation

Students should make a judgement on the impact of a belief system on society.

Question 14 — Equality and Difference**Question 14 (a)*****Answers could include:***

- References to social and cultural influences and components, such as social class, 'race' and ethnicity, religion and belief systems, and location
- References to social differentiation, conflict and cooperation

Question 14 (b)***Answers could include:***

- Aspects of commonality and difference, such as values, norms, identity, 'race' and ethnicity, power and authority, and socioeconomic status
- References to continuities and changes in a commonality or difference
- Examples such as shared celebrations for different cultural groups within Australia

Question 14 (c)***Answers could include:***

- How health care, housing, education, employment and the justice system can be considered socially valued resources
- References to other factors as socially valued resources, such as access to technology
- References to the poverty cycle/trap to demonstrate the interrelatedness of socially valued resources
- How ways to reduce inequality – such as legislation, affirmative action, community initiatives and welfare systems – address the consequences of unequal access to socially valued resources
- Short-term and long-term consequences, at a micro and macro level

Question 15 — Work and Leisure

Question 15 (a)

Answers could include:

- Education as a major agent of socialisation prepares students for post-school, which includes work
- Increase in tertiary education options for employment, particularly trades and service industries
- Schools are changing and curriculum has broadened to include employment-specific knowledge, such as TAFE and VET courses
- A closer relationship between schools, workplaces and tertiary institutions
- Many jobs require the continued education and professional development of employees

Question 15 (b)

Answers could include:

- Digital and information and communication technologies have allowed for work to be performed in different environments, such as the home
- Working hours have been extended by increasing access to technology and globalisation, such as phones and email, and by the breakdown of traditional business hours
- People can travel further due to enhanced transport technology
- Due to the rise of globalisation, people have a broader range of interests and expectations, such as media information about international work and leisure opportunities
- Boundaries between work and leisure have been blurred and social and cultural norms have changed to reflect that
- Changing roles and jobs available, such as fewer secretaries and more computer programmers, which may also have an impact on gender or other previous inequities

Question 15 (c)

Answers could include:

- Implications for society, such as increased expenditure on welfare, increased crime and incarceration, increased conflict between groups (eg 'race' or ethnicity, rural/urban), breakdown of family structures, de-skilling of large groups, and disenfranchisement and disempowerment of groups (eg youth, women)
- Implications for perceptions of self, such as loss of sense of self due to loss of employment; may reflect on family members and family relationships; may affect perceptions held by others of the individual and family; may affect personal perception of value, worth and ability; and may cause alienation from society
- Not having employment affects access to material goods and life chances
- Long-term unemployment entrenches these issues
- Further implications may be evident for certain groups, such as residency for migrant groups
- Disadvantaged groups – such as migrants, people with disabilities, youth and women – may experience further disadvantage

Section III — Depth Studies

Question 16 — Popular Culture

Answers could include:

- A variety of different forms of technology and may refer to the creation, consumption, control and/or perceptions of popular culture
- Technologies, such as the growing use of personal computers and the internet, increased sophistication in production technology (eg 3D movies), growth in personal music players and portable devices, online piracy, and the simultaneous release of popular culture products around the world as a manifestation of globalisation
- A variety of possible future directions for popular culture on a local, national and global level, such as increases in unrestricted access, removal of geographic barriers to access, growth of geographically dispersed communities, ability for popular cultures to transcend national/political control, and increased homogeneity in genres of popular culture

Question 17 — Belief Systems

Answers could include:

- Impacts such as the awareness and diffusion of greater levels of information about belief systems, leading to acceptance and/or dissent; technology may influence rituals within belief systems; breakdown of traditional institutional power structures and hierarchies of religious institutions, such as Buddhist Precepts online
- Examples of changing technology – such as transport, communication, industrial and environmental – which could limit or increase micro and macro forms of power within belief systems
- Examples such as ease of access to Hajj for Muslims from around the world, thereby enhancing micro power

Question 18 — Equality and Difference

Answers could include:

- Specific examples of authority, such as the legal system, the government, the family and the workplace

Students should provide evidence of inequality and make a judgement on the influence of specific authority structures in creating, maintaining and/or overcoming inequality. They should refer to specific human rights denied by authorities, such as same-sex marriage in Australia, and should make a judgement on the extent to which inequality brings about a challenge to authority and hierarchies.

Question 19 — Work and Leisure***Answers could include:***

- Students may define the concept of class in various ways, including such distinctions as under, working, middle and upper class
- Some societies have rigid class structures that offer little mobility, whereas other societies have greater fluidity of social mobility
- Class is intimately related to work and leisure, having broad, material and symbolic impacts – for example, class can determine salary and job status, but salary and job status can also determine class
- Different social classes have different norms and these impact on leisure interests in terms of sport, fashion, hobbies, etc – for example, some sporting activities, such as polo, have been associated with upper-class groups
- Material disadvantages associated with class can also restrict access to leisure pursuits – for example, not everyone can afford a yacht
- Generally, people positioned higher in the social class structure have more choice in terms of their working life and leisure pursuits

Students should link these issues to a specific society – for example, in Japan 'salary men' have particular leisure pursuits linked to their working life.