

2016 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	D
4	C
5	B
6	D
7	B
8	D

Question 9

Criteria	Marks
<ul style="list-style-type: none"> Accurately identifies one example of continuity in authority at the meso level 	2
<ul style="list-style-type: none"> Accurately identifies EITHER a continuity in authority OR authority at the meso level 	1

Sample answer:

A continuity at the meso level of society is the position of a manager of a local sporting club that has been part of the community for many years.

Answers could include:

Other examples may include the position of the mayor of a local council or an officer at a local police station.

Question 10

Criteria	Marks
<ul style="list-style-type: none"> • Accurately identifies a qualitative research method • Clearly shows the ways in which a researcher can demonstrate social and cultural literacy appropriate to the identified method • Presents a well-organised response that applies course concepts and examples 	5
<ul style="list-style-type: none"> • Identifies a qualitative research method • Shows the way/s in which a researcher can demonstrate social and cultural literacy appropriate to qualitative research • Presents an organised response that uses example/s 	3–4
<ul style="list-style-type: none"> • Refers to a research method • Makes some reference to social and cultural literacy when undertaking research 	2
<ul style="list-style-type: none"> • Makes a relevant statement about social and cultural literacy or a research method 	1

Sample answer:

Using the qualitative research method of interview/focus group, a researcher can demonstrate social and cultural literacy in a variety of ways. The researcher has a strong sense of personal, social and cultural identity and understands the importance of culture in one's behaviour, beliefs and values. An example would be the way in which a researcher could show cultural respect by dressing appropriately when conducting an interview with a religious leader in a place of worship. The researcher demonstrates interest in, and observes and asks questions, about the various levels of society. For example, a researcher could seek the opinions and thoughts of people at the micro, meso and macro levels of society about particular issues. A socially and culturally literate researcher also avoids making judgements about another person's culture and is not culturally relativist.

Answers could include:

- empathy and appreciation for different beliefs and values
- researching ethically
- showing critical discernment towards information and the media
- effective communication
- being socially inclusive and being aware of issues of discrimination and prejudice
- demonstrates a sense of social responsibility and active citizenship
- is aware of, and sensitive to, major national global issues
- considers the impacts of continuity and change in relation to globalisation and technologies.

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Makes an informed judgement about the extent to which ONE change has benefited the lives of people in ONE country • Supports the response with a range of accurate information and example/s • Presents a well-organised response and applies relevant course concepts and language 	5
<ul style="list-style-type: none"> • Makes a judgement about the extent to which ONE change has benefited the lives of people in ONE country • Provides relevant information and example/s • Presents an organised response using course concepts and language 	3–4
<ul style="list-style-type: none"> • Refers to an aspect of change and/or the effect on people’s lives in ONE country • May mention course concepts and/or language 	2
<ul style="list-style-type: none"> • Makes a relevant statement about change and/or a country 	1

Answers could include:

One change that has benefited the lives of some people in Saudi Arabia is the recent decision by the Saudi government to allow women to vote in local elections. Traditionally, women in Saudi Arabia have had very little opportunity to fully participate in society – for example, they are not allowed to drive cars or go out in public without a male escort, and there are many restrictions on what types of employment they can undertake. The decision to allow women to vote in elections – and also for women to be able to stand as political candidates – is important because, for the first time, women have been formally recognised for the role they can play in civic society. However, this change has not completely empowered Saudi women because there are still many barriers to their full participation in society.

Section II — Depth Studies

Question 12 — Popular Culture

Question 12 (a)

Criteria	Marks
<ul style="list-style-type: none"> Clearly demonstrates how paraphernalia contributes to a sense of identity in ONE popular culture Presents a well-organised response that applies example/s Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Shows how paraphernalia contributes to a sense of identity in ONE popular culture Presents an organised response that uses example/s Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Refers to paraphernalia and/or identity in ONE popular culture May mention course concepts and/or language 	2
<ul style="list-style-type: none"> Makes a relevant statement 	1

Sample answer:

Fans of Popular Music actively construct their personal and social identity through the consumption of and interaction with paraphernalia. This can include the defining of one's gender through wearing the fashion products or perfume released by pop music heroes such as Taylor Swift. Fans may demonstrate their identification with a performer's ideology and beliefs through the purchase of posters, t-shirts, badges or books. The consumption of and interaction with paraphernalia enables opportunities for consumers to develop a collective identity, providing fans with a currency to share with each other.

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Makes informed judgement(s) about the role of official and unofficial censorship in the development and evolution of ONE popular culture • Supports the response with a wide range of detailed and accurate information and effectively integrates appropriate examples • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language 	13–15
<ul style="list-style-type: none"> • Makes a judgement about the role of official and unofficial censorship in the development and evolution of ONE popular culture • Supports the response with detailed and accurate information and integrates examples • Presents a logical and cohesive response • Applies relevant course concepts and language 	10–12
<ul style="list-style-type: none"> • Makes some judgement about the role of official and unofficial censorship in the development and/or evolution of ONE popular culture • Supports the response with relevant information and uses example(s) • Presents an organised response using course concepts and language 	7–9
<ul style="list-style-type: none"> • Shows a limited understanding about censorship, development and/or evolution of ONE popular culture • Includes course concepts and/or language • May use example(s) 	4–6
<ul style="list-style-type: none"> • Mentions popular culture and/or censorship • May use course concepts and/or language 	1–3

Answers could include:

Judgements about how official and unofficial censorship have contributed to the development and evolution of one popular culture and how consumers and producers have responded to the censorship.

Judgements could include changes to levels of consumption, how it is consumed, how it is marketed and distributed.

Official censorship may include:

- Ratings of movies and television programs
- Language warnings and parental advisory labels on music and radio stations
- Banning artists from entering the country eg Snoop Dog, Chris Brown
- Products being banned from sale eg Barbie in Saudi Arabia.

Unofficial censorship may include:

- Parents
- Peers
- Critics and reviewers.

Question 13 — Belief Systems and Ideologies**Question 13 (a)**

Criteria	Marks
<ul style="list-style-type: none"> Clearly demonstrates how traditions and culture in ONE belief system or ideology influence gender roles Presents a well-organised response that applies example/s Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Shows how traditions and/or culture in ONE belief system or ideology influence gender roles Presents an organised response that uses example/s Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Refers to gender roles in ONE belief system or ideology AND/OR traditions/culture May mention course concepts and/or language 	2
<ul style="list-style-type: none"> Makes a relevant statement 	1

Sample answer:

Gender roles in Buddhism are largely influenced by the cultural and historical context of the society in which the belief system is operating. For example, in India, a patriarchal society, women's roles can be limited compared to those in western societies such as Australia.

Both genders are taught the Dharma and they should equally pursue the same path to attain Nirvana. However, in practice, and within immediate relationships, women have very little power. In a family setting, to be seen as a good wife, women are primarily homemakers. If a woman wanted to lead a more spiritual life, she would need to resist the pressures of socialisation and be single-minded and spiritually-focused. Different schools of Buddhism, such as Theravadan, Zen and Mahayanan, treat gender roles differently. For example, in some areas monks have power over nuns to correct them. However, this is not returned and nuns are not allowed to correct a monk.

Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Makes informed judgement(s) about the effect of globalisation on important people and power structures in ONE belief system or ideology • Supports the response with a wide range of detailed and accurate information and effectively integrates appropriate examples throughout • Presents a sustained, logical and cohesive response • Effectively applies the course concepts and language 	13–15
<ul style="list-style-type: none"> • Makes a judgement about the effect of globalisation on important people and power structures in ONE belief system or ideology • Supports the response with detailed and accurate information and integrates examples • Presents a logical and cohesive response • Applies relevant course concepts and language 	10–12
<ul style="list-style-type: none"> • Makes some judgement about the effect of globalisation on important people and/or power structures in ONE belief system or ideology • Supports the response with relevant information and uses example(s) • Presents an organised response using course concepts and language 	7–9
<ul style="list-style-type: none"> • Shows a limited understanding of globalisation, important people or power structures in ONE belief system or ideology • Includes course concepts and/or language • May use example(s) 	4–6
<ul style="list-style-type: none"> • Mentions belief systems or ideology and/or globalisation and/or important people/power structures • May use course concepts 	1–3

Answers could include:

Judgements about the effect of globalisation on both the role of important people and power structures.

An evaluation of the effect of globalisation may include dissemination, homogenisation, secularisation, commercialisation, development and decline, geographical spread.

Individuals may include leaders, figureheads, dissidents, office bearers, spokespeople.

Power structures may include hierarchies, gender roles, financial and recruitment structures, administration and management.

Question 14 — Social Inclusion and Exclusion**Question 14 (a)**

Criteria	Marks
<ul style="list-style-type: none"> Clearly demonstrates how government and community organisations contribute to the social inclusion of ONE group in ONE country Presents a well-organised response that applies example/s Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> Shows how government and/or community organisations contribute to the social inclusion of ONE group in ONE country Presents an organised response that uses example/s Uses course concepts and language 	3–4
<ul style="list-style-type: none"> Refers to government and/or community organisations and/or social inclusion of ONE group in ONE country May mention course concepts and/or language 	2
<ul style="list-style-type: none"> Makes a relevant statement 	1

Sample answer:

Both state and federal governments address issues of social exclusion of Aboriginal people through direct legislation at a macro level. Examples of this include the *Anti-Discrimination Act (NSW) 1977* to address issues of exclusion based on race or ethnicity, and the Commonwealth Aboriginal Electoral Education Program of 1979 to encourage inclusion and participation of Aboriginal people in federal elections. At a community level, the Aboriginal Employment Service which began in Moree and is now based in Sydney, is a not for profit recruitment company that has established committees nationwide for Aboriginal employment and to provide career opportunities to reduce social exclusion. Local community health care centres and legal aid services can promote social inclusion by providing greater access to these socially-valued resources and local sporting clubs provide opportunities for participation in community activities and to promote positive relationships between social groups.

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> Clearly explains the roles of prejudice and discrimination, draws out and relates implications on the maintenance of social exclusion of ONE group in ONE country Supports the response with a wide range of detailed and accurate information and effectively integrates appropriate examples Presents a sustained, logical and cohesive response Effectively applies the course concepts and language 	13–15
<ul style="list-style-type: none"> Explains the roles of prejudice and discrimination, relates implications on the maintenance of social exclusion of ONE group in ONE country Supports the response with detailed and accurate information and integrates examples Presents a logical and cohesive response Applies relevant course concepts and language 	10–12
<ul style="list-style-type: none"> Describes the roles of prejudice and discrimination and refers to implications on the maintenance of social exclusion of ONE group in ONE country Supports the response with relevant information and uses example(s) Presents an organised response using some course concepts and language 	7–9
<ul style="list-style-type: none"> Shows a limited understanding about prejudice and/or discrimination and social exclusion of ONE group in ONE country Includes course concepts and language May use example(s) 	4–6
<ul style="list-style-type: none"> Mentions prejudice/discrimination and/or social exclusion May use course concepts 	1–3

Answers could include:

Judgements of the role of prejudice and discrimination may include:

- Group perceptions of identity and ability
- Racial prejudice and discrimination by other groups
- Historical forces still impacting eg Stolen Generation; racial stereotyping by others
- Economic forces such as unequal access to employment and education
- Political forces such as debates on native title or compensation for the Stolen Generation
- Legal forces such as unequal access to legal representation and higher incarceration rates
- Limited access to ICT due to location, wealth, education.

Question 15 — Social Conformity and Nonconformity**Question 15 (a)**

Criteria	Marks
<ul style="list-style-type: none"> • Clearly demonstrates how nonconformity influences social change • Presents a well-organised response that applies example/s • Applies relevant course concepts and language 	5
<ul style="list-style-type: none"> • Shows how nonconformity influences social change • Presents an organised response that uses example/s • Uses course concepts and language 	3–4
<ul style="list-style-type: none"> • Refers to nonconformity and/or social change • May mention course concepts and/or language 	2
<ul style="list-style-type: none"> • Makes a relevant statement 	1

Sample answer:

Nonconformist beliefs and ideas can be adopted by mainstream society and result in social change. This can be seen through the example of feminism in Australia. Historically, feminists were rejected and ridiculed by mainstream society as they were not conforming to the patriarchal nature of society. Over time the feminist ideology was absorbed into the mainstream through education, lobbying, media and technology and became more accepted, thus contributing to significant social change in relation to gender roles.

Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none"> Clearly explains ways in which perceptions are formed, draws out and relates implications of these for ONE group and wider society Supports the response with a wide range of detailed and accurate information and effectively integrates appropriate examples throughout Presents a sustained, logical and cohesive response Effectively applies the course concepts and language 	13–15
<ul style="list-style-type: none"> Explains ways in which perceptions are formed, relates implications of these for ONE group and wider society Supports the response with detailed and accurate information and integrates examples throughout Presents a logical and cohesive response Applies relevant course concepts and language 	10–12
<ul style="list-style-type: none"> Describes the perceptions and refers to implications in forming these for ONE group and wider society Supports the response with relevant information and uses example(s) Presents an organised response using some course concepts and language 	7–9
<ul style="list-style-type: none"> Shows a limited understanding about forming perceptions of ONE group and wider society Uses some course concepts and language May use example(s) 	4–6
<ul style="list-style-type: none"> Mentions forming perceptions May use course concepts 	1–3

Answers could include:

Analyses how the ways the perceptions of wider society of ONE group are formed. The media selects how the group (eg bikies) is presented to the wider society – this largely influences how the group is perceived.

Ways may include media, religious groups, parents, peers, schools, governments, businesses and other groups.

Media may include news organisations, social media, film and television studios and advertising.

Media influences may include – positive/negative perceptions eg:

- Media outlets demonising a bikie group and lobbying for governments to increase legislation to outlaw activities
- Media outlets refusing to provide publicity or news coverage for a non conformist political campaign eg Occupy campaigns, Anonymous hackers
- Media outlets glamorising or romanticising particular nonconformist groups eg the TV series *Sons of Anarchy* glamorising outlaw bikie gangs
- Media outlets contributing to the normalisation of nonconformist groups eg LGBTI communities.

Implications of these perceptions may include legislation (anti-bikie laws), vilification of the group, increased attractiveness of the group to some individuals.

2016 HSC Society and Culture Mapping Grid

Section I — Social and Cultural Continuity and Change

Question	Marks	Content	Syllabus outcomes
1	1	Globalisation	H1
2	1	Concepts	H1
3	1	Conduct research in an ethical manner	H4, H6
4	1	Qualitative secondary research	H6
5	1	Westernisation and empowerment	H1, H3
6	1	Resistance to change at the macro level	H3
7	1	Technologies and beliefs and values	H1, H3
8	1	Social theory of Functionalism	H3
9	2	One continuity in authority at the meso level	H1, H5
10	5	Research methods and social and cultural literacy	H4, H6
11	5	Impact of change on lives of people in one country	H3, H9

Section II — Depth Studies

Question	Marks	Content	Syllabus outcomes
12 (a)	5	Popular culture	H1, H2, H9
12 (b)	15	Popular culture	H1, H3, H9, H10
13 (a)	5	Belief systems and ideologies	H1, H2, H9
13 (b)	15	Belief systems and ideologies	H1, H3, H9, H10
14 (a)	5	Social inclusion and exclusion	H1, H3, H9
14 (b)	15	Social inclusion and exclusion	H1, H2, H3, H9, H10
15 (a)	5	Social conformity and nonconformity	H1, H9
15 (b)	15	Social conformity and nonconformity	H1, H2, H3, H9, H10