2017 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change

Multiple-choice Answer Key

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

Question 9

Criteria	Marks
• Identifies two characteristics of quantitative research	2
• Identifies one characteristic of quantitative research	1

Sample answer:

- Tallying or graphing data
- Identifying trends.

Answers could include:

- Large sample size
- Closed questions
- Objective responses.

Question 10

Criteria	Marks
• Provides characteristics and features of the nature of power in one country using an appropriate contemporary example • Presents a well-organised response that uses course concepts	4
• Provides some features of power in one country using contemporary example • Presents an organised response that refers to course concepts	3
• Outlines features of power in one country referring to relevant information • May refer to course concepts	2
• Identifies an aspect of power	1

Sample answer:

Power is the ability to influence and coerce others to do something that they would not normally do. A contemporary example demonstrating the nature of power in China is the restriction placed on the internet and social media by the Chinese government to suppress potential opposition to the Communist rule. China has its own versions of the internet, Twitter, YouTube and Facebook, all of which are closely monitored and censored by the Chinese government.

Question 11

Criteria	Marks
• Applies a social change theory to explain change • Supports the response with a range of accurate information and example/s from one of the listed aspects • Presents a well-organised response and applies relevant course concepts and language	6
• Uses a social change theory to explain change • Supports the response with accurate information and example/s from one of the listed aspects • Presents an organised response using relevant course concepts and language	4–5
• Refers to social change • Provides information from one of the listed aspects • Presents a response that refers to course concepts	2–3
• Makes a relevant statement	1

Sample answer:

Functionalist theory relies on the interaction and interdependence of institutions and individuals. Institutions, as the formal structures of society, fill a functional role by responding to a particular social need.

This theory can be used to explain change in family structures and population in China. China's One Child policy was introduced by the Chinese government in 1979 to slow population growth to allow for widespread economic sustainability. One result of the policy was that a gender imbalance in the country's demographics occurred and cultural traditions of a large family and male preference were challenged. Now that population growth has stabilised, the One Child policy has been relaxed, showing the ability of functionalism to explain social change.

Section II — Depth Studies

Question 12 — Popular Culture

Question 12 (a)

Criteria	Marks
• Clearly explains how a contemporary issue in popular culture can be examined using content analysis • Presents a well-organised response that applies relevant example/s • Applies relevant course concepts and language	5
• Explains how a contemporary issue in popular culture can be examined using content analysis • Presents an organised response that uses example/s • Uses course concepts and language	3–4
• Refers to a contemporary issue and/or content analysis • May mention course concepts	1–2

Sample answer:

The contemporary issue of gender equality in the film industry can be examined effectively through the application of content analysis. Content analysis allows for objective statistical analysis showing change over time. Data collected from a selection of films in regard to gender inequality, such as the relative age of male and female lead actors and the type and quality of character roles for males and females, can be tallied and analysed and reported in graphic form for maximum effect. Content analysis of different film genres such as rom-com, chick-flick, buddy movies etc from different decades allows for a cross-generational perspective of gender construction.

Question 12 (b)

Criteria	Marks
• Makes informed judgement/s about the role of gender construction or deconstruction in the global acceptance 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
• Makes judgement/s about the role of gender construction or deconstruction in the global acceptance 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
• Attempts a judgement about the role of gender construction or deconstruction in the global acceptance 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
• Shows a limited understanding about the role of gender construction or deconstruction in the global acceptance of one popular culture • Includes course concepts and/or language • May use example/s	4–6
• Mentions popular culture and/or gender and/or acceptance • May use course concepts and/or language	1–3

Answers could include:

• Judgements about the role of gender construction or deconstruction in the global acceptance of one popular culture could include an increase in acceptance or rejection of the popular culture.

• Growing acceptance of the fashion doll Barbie due to the diversity of gender roles, jobs, aspirations that Barbie now inhabits. This meets the global demand for diversity of gender norms.

• Rejection of fashion dolls such as Barbie based on the construction of gender. Examples include banning of Barbie in some countries, replacement with more culturally accepted gender construction eg Fatima in Iran. There can also be rejection of fashion dolls by feminist and parent groups concerned with sexualisation, body image and age-related inappropriate messages.

• Other examples of the role of gender construction or deconstruction in global acceptance include music videos such as Robin Thicke's *Blurred Lines* and resultant controversy; television series such as *Girls* and *Orange is the New Black* creating new gender norms; the increasing status of women's participation in sports eg AFL, Rugby Sevens and surfing.

Question 13 — Belief Systems and Ideologies

Question 13 (a)

Criteria	Marks
• Clearly explains how a contemporary issue in a belief system or ideology can be examined using interview • Presents a well-organised response that applies relevant example/s • Applies relevant course concepts and language	5
• Explains how a contemporary issue in a belief system or ideology can be examined using interview • Presents an organised response that uses example/s • Uses course concepts and language	3–4
• Refers to a contemporary issue and/or interview • May mention course concepts	1–2

Sample answer:

A contemporary issue in feminism is the emergent backlash against feminists and the increasing number of women who are reluctant to identify as feminists. Interview is a qualitative method and it allows subjects to be specifically selected because of their particular expertise, experience or viewpoint and can provide validity. Using interview, the researcher can find out about the subject's personal experience and deepest beliefs about feminism and its role in their lives and society. The researcher is also able to source quotes that can explain or contextualise particular concepts, events or statistics. When using interview, the researcher can be ethical by informing interview subjects about how their comments and responses will be used.

Question 13 (b)

Criteria	Marks
• Makes informed judgement/s about the importance of the myths and stories of one belief system or ideology in its relationship to 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
• Makes judgement/s about the importance of the myths and stories of one belief system or ideology in its relationship to wider society • 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
• Attempts judgement about the importance of the myths and stories of one belief system or ideology in its relationship to wider society • Supports the response with relevant information and uses example/s • Presents an organised response using course concepts and language	7–9
• Shows a limited understanding about the importance of the myths and stories of one belief system or ideology in its relationship to wider society • Includes course concepts and/or language • May use example/s	4–6
• Mentions belief systems or ideology and/or myths/stories and/or relationship to wider society • May use course concepts and/or language	1–3

Answers could include:

- Judgements about the importance of myths and stories of a belief system or ideology in its relationship to wider society could include both positive and negative relationships and perceptions.

- Positive relationships and perceptions include the acceptance and growth of Buddhism in western societies as a result of myths and stories. Examples include the story of Buddha as a role and a teacher; the Dharma which are the teachings communicated through sacred texts such as Tripitaka, the Lotus of the Good Law and the Tibetan Book of the Dead; the myth of the Dalai Lama's selection and his teachings, lectures and publications as well as his advocacy for Tibet. The positive relationships and perceptions are furthered by the incorporation of Buddhist myths and stories in Hollywood movies such as Seven Years in Tibet and Kundun.

- Negative relationships and perceptions include the Chinese rejection of the Dalai Lama's religious and political authority and attempts to influence other countries' dealings with him. Other negative relationships include the allegations of persecution of the Rohingya community by Myanmar's Buddhist population.

Question 14 — Social Inclusion and Exclusion

Question 14 (a)

Criteria	Marks
• Clearly explains how a contemporary issue related to social inclusion or exclusion can be examined using data analysis • Presents a well-organised response that applies relevant example/s • Applies relevant course concepts and language	5
• Explains how a contemporary issue related to social inclusion or exclusion can be examined using data analysis • Presents an organised response that uses contemporary examples • Uses course concepts and language	3–4
• Refers to a contemporary issue and/or data analysis • May mention course concepts	1–2

Sample answer:

A contemporary issue in social inclusion/exclusion that can be examined using data analysis is the continuing gap between Indigenous and non-Indigenous Australians in access to social valued resources. In 2008 the Australian Federal Government launched the Closing the Gap campaign in response to generational disadvantage created through a combination of factors. Data analysis of statistics generated by the Australian Bureau of Statistics could be used to examine this gap. For example, the 2017 ABS data showed limited improvement to Indigenous incarceration rates and life expectancy. The researcher can clearly compare measurable data and graph their findings.

Question 14 (b)

Criteria	Marks
• Makes informed judgement/s about the significance of employment and the justice system for the inclusion of one group in one country. • 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
• Makes judgement/s about the significance of employment and the justice system for the inclusion 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
• Attempts judgement about the significance of employment and the justice system for the inclusion of one group in one country • Supports the response with relevant information and uses example(s) • Presents an organised response using course concepts and language	7–9
• Shows a limited understanding of employment and/or the justice system and/or the inclusion of one group in one country • Includes course concepts and/or language • May use example/s	4–6
• Mentions employment and/or the justice system and/or the social inclusion or exclusion of one group • May use course concepts and/or language	1–3

Answers could include:

• Judgements about the significance of employment and the justice system for the inclusion of one group in one country.

• Employment and the justice system are recognised as valued resources that enable full and equal participation in society.

• For Aboriginal and Torres Strait Islander peoples (ATSI) employment is vital as it provides income which allows access to all other SVRs – health care, housing, education, justice and technology. Australian government actions to improve ATSI access to employment show the significance of employment to inclusion although results show that access to employment is still a limiting factor in full ATSI inclusion.

• Equal access to the justice system is a fundamental human right and an indicator of inclusion. For ATSI people unequal access has led to significant exclusion. Unequal access to the justice system can be caused by an inability to pay for legal representation, remote location, and limited availability of legal aid, possible prejudice by law enforcement agencies and the court system, incarceration rates and high youth imprisonment.

Question 15 — Social Conformity and Nonconformity

Question 15 (a)

Criteria	Marks
• Clearly explains how a contemporary issue associated with social conformity or nonconformity can be examined using observation • Presents a well-organised response that applies relevant contemporary example/s • Applies relevant course concepts and language	5
• Explains how a contemporary issue associated with social conformity or nonconformity can be examined using observation • Presents an organised response that uses contemporary example/s • Uses course concepts and language	3–4
• Refers to a contemporary issue and/or observation • May mention course concepts	1–2

Sample answer:

A contemporary issue associated with social conformity and nonconformity is the behaviour and attitudes of fans at major sporting events. The research method of observation allows the researcher to gain a deeper understanding of the group's members in their own environment by watching and recording behaviours within a clearly defined area. For example, an observation of the Western Sydney Wanderers' Red and Black Bloc would allow the researchers to tally gestures, actions and language specific to group members to draw conclusions about the motivation of the group and how perceptions of the group are formed.

Question 15 (b)

Criteria	Marks
• Makes informed judgement/s about the roles of status and responsibility in defining identity within one subcultural group • 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
• Makes judgement/s about the roles of status and responsibility in defining identity within one subcultural group • 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
• Attempts judgement about the roles of status and responsibility in defining identity within one subcultural group • Supports the response with relevant information and uses example/s • Presents an organised response using course concepts and language	7–9
• Shows a limited understanding of the roles of status and/or responsibility and/or defining identity within one subcultural group • Includes course concepts and/or language • May use example/s	4–6
• Mentions social conformity and/or nonconformity and/or status and responsibility and/or defining identity • May use course concepts and/or language	1–3

Answers could include:

• Judgements about the role of status and responsibility in defining identity could include the role of both official and unofficial status and responsibility within a subcultural group. Judgements can be related to either or both individual and/or group identity.

• In an official leadership capacity, a Western Sydney Wanderers' Red and Black Bloc member could gain a sense of fulfilment and importance from holding this position. By being able to censure other members, be involved in club strategy development, liaising with community groups and other supporters, their position in the hierarchy supports their sense of identity as an important and influential member of the group.

• In an unofficial leadership capacity, a nonconforming Red and Black Bloc member may gain notoriety and esteem from other members by breaching codes and standards set by the official or formal hierarchy. An example of a member defying the ban on flares at soccer games and subsequently earning admiration from some members of the group could support their identity as an irreverent rebel and someone who challenges the status quo in the subcultural group.

• Negative media coverage, criminal charges or official actions by the Football Federation of Australia eg 18 month bans from attending games, can reduce the status and responsibility, significantly impacting both individual and collective identity of the subcultural group as well as the wider community's perception of the subcultural group.

2017 HSC Society and Culture Mapping Grid

Section I — Social and Cultural Continuity and Change

Question	Marks	Content	Syllabus outcomes
1	1	Concepts	H1
2	1	Concepts	H1, H4
3	1	Concepts	H1, H3
4	1	Concepts	H1
5	1	Research method	H6, H7
6	1	Research method and social change	H6, H7
7	1	Concepts	H1, H3
8	1	Social change theory	H3
9	2	Research methods	H6
10	4	Social and cultural continuity and change in a selected country	H1, H3
11	6	Social and cultural change in a selected country	H2, H3, H5

Section II — Depth Studies

Question	Marks	Content	Syllabus outcomes
12 (a)	5	Popular culture	H6, H9
12 (b)	15	Popular culture	H1, H2, H3, H9, H10
13 (a)	5	Belief systems and ideologies	H6, H9
13 (b)	15	Belief systems and ideologies	H1, H2, H3, H9, H10
14 (a)	5	Social inclusion and exclusion	H6, H9
14 (b)	15	Social inclusion and exclusion	H1, H2, H3, H9, H10
15 (a)	5	Social conformity and nonconformity	H6, H9
15 (b)	15	Social conformity and nonconformity	H1, H2, H3, H9, H10