NSW Education Standards Authority

2018 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	A
4	B
5	B
6	D
7	C
8	C

Question 9

Criteria	Marks
• Clearly supports the use of ONE appropriate research method to investigate parents' views • Applies characteristics of ONE appropriate research method for the scenario • Presents a coherent response and effectively applies relevant course language	4
• Supports the use of ONE appropriate research method to investigate parents' views • Uses characteristics of ONE appropriate research method for the scenario • Presents an organised response and applies relevant course language	3
• Describes ONE research method to investigate parents' views • Uses course language	2
• Refers to ONE research method • May use course language	1

Sample answer:

A questionnaire would be appropriate because it can yield quantitative and qualitative information. Closed-ended questions can elicit data from a large number of parents so trends can be determined based on the data and then used to inform school-based decisions. Open-ended questions allow for parents to provide their opinion in qualitative responses that include more detail and alternative viewpoints. Questionnaires can be distributed and collated electronically, which increases efficiency in the research process. They can also be completed anonymously if needed, which allows for more honest/open responses.

Question 10

Criteria	Marks
• Demonstrates a high level of understanding of modernisation • Clearly identifies effects of modernisation on ONE society supported with appropriate examples • Presents a sustained, logical and cohesive response • Effectively applies a range of course concepts and language	7–8
• Demonstrates a sound level of understanding of modernisation • Identifies effects of modernisation on ONE society using appropriate examples • Presents a logical and cohesive response • Applies course concepts and language	5–6
• Demonstrates some understanding of modernisation • Identifies effects of modernisation on society, may include examples • Uses course concepts and language	3–4
• Demonstrates limited understanding of modernisation • May use course concept/s and/or language	1–2

Answers could include:

Some groups benefit from modernisation and adoption of new ways of doing things, while others are left behind. Positive and negative impacts at micro, meso and macro levels in ONE society in relation to the following:

- Advances in technology:
  - widespread access to information
  - different social dynamics eg: loss of face-to-face interaction but development of online communities
  - increased work flexibility yet 24/7 attachment to devices.
- Urbanisation (a characteristic of modernisation):
  - creates demand for goods and services within cities
  - changes in family life and work, changing family structures
  - diminishes the emphasis on traditional farming or methods of production which can result in redundancies and unemployment.
- Gender roles and status:
  - empowerment and equality for women
  - increased participation in education and employment
  - domestic division of labour.
- Increased complexity in society:
  - more institutions and specialist organisations
  - greater bureaucracy and centralised control
  - increased individualism.
- Modernisation may create the need for and awareness of preservation of heritage and traditions.

Section II — Depth Studies

Question 11 — Popular Culture

Question 11 (a)

Criteria	Marks
• Clearly explains how consumption of ONE popular culture is influenced by mythology • Presents a cohesive response that effectively applies relevant example/s • Effectively applies relevant course concepts and language	5
• Explains how consumption of ONE popular culture is influenced by mythology • Presents a logical response that applies relevant example/s • Applies relevant course concepts and language	4
• Describes how consumption of ONE popular culture is influenced by mythology • Presents an organised response that uses example/s • Uses relevant course concepts and language	3
• Outlines mythology and/or consumption of one popular culture • Refers to example/s • Refers to course concepts and/or language	2
• Refers to mythology or popular culture • May use an example or course concept	1

Sample answer:

Mythology refers to the stories associated with the pop culture and is closely associated with heroes. Often, these stories are deliberately created by producers to perpetuate consumption of commercial products relating to the pop culture. For example, pop music icon Lady Gaga, otherwise known as Stephanie Germanotta, was a relatively unknown artist prior to her 'reinvention' which focused on unconventional and provocative behaviour, dress and conduct. Followers of Lady Gaga embrace her as a hero, purchase related paraphernalia, and are referred to by her as 'little monsters'. Her followers also adopt a collective unconventional identity which perpetuates consumption of her mythology and therefore, her global brand.

Question 11 (b)

Criteria	Marks
• Makes informed judgement/s about the implications of changing values on the tension between producers and consumers in 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 implications of changing values on the tension between producers and consumers in 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 to make a judgement about the implications of changing values on the tension between producers and consumers in one popular culture • Supports the response with relevant information and uses example/s • Presents an organised response using course concepts and language	7–9
• Describes changing values and/or tensions between producers and consumers in one popular culture • Includes course concepts and/or language • May use example/s	4–6
• Shows a limited understanding about popular culture and/or values and/or tensions • May use course concepts and/or language	1–3

Answers could include:

Changing values and their implications:
• More support for social equality can lead to:
    – empowerment of minority groups
    – increased ethnic and gender diversity
    – greater racial representation
    – acceptance of different sexualities.
• Challenges to power and authority can result in increased/decreased levels of access and changes to censorship as consumers may be exposed to permissiveness and explicit content and an increased prevalence of hypermasculinity/hyperfemininity
• Adoption of western values is accelerated by globalisation and can lead to the loss of locally generated content
• Increased adoption of technology has led to the rise of individualism and narcissism
• In catering for 'instant' consumption and access eg enormous consumer demand for content leads to piracy.

Question 12 — Belief Systems and Ideologies

Question 12 (a)

Criteria	Marks
• Clearly explains how secularisation has influenced ideologies within Australia • Presents a cohesive response that effectively applies relevant example/s • Effectively applies relevant course concepts and language	5
• Explains how secularisation has influenced ideologies within Australia • Presents a logical response that applies relevant example/s • Applies relevant course concepts and language	4
• Describes how secularisation has influenced ideologies within Australia • Presents an organised response that uses example/s • Uses relevant course concepts and language	3
• Outlines secularisation and/or ideologies within Australia • Refers to example/s • Refers to course concepts and/or language	2
• Refers to secularisation or ideology • May refer to an example or course concept	1

Sample answer:

As Australia has modernised, the population has moved away from organised religions such as Christianity towards alternative ideologies. This process has accelerated over the past 30 years as people have become disillusioned with religious institutions. The latest Census data (2016) showed that those identifying as 'non-religious' doubled in number from the 2001 Census to approximately 30% of the population. However, many people still seek to find meaning in, and explanations for, the world around them. Consequently, ideologies and philosophies such as feminism and environmentalism have increased in popularity and we continue to see the development of alternative ideologies.

Question 12 (b)

Criteria	Marks
• Makes informed judgement/s about the extent to which technology has influenced the acceptance and rejection of one belief system or ideology • 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 extent to which technology has influenced the acceptance and rejection of 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
• Attempts to make a judgement about the extent to which technology has influenced the acceptance and rejection of 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
• Describes changing technology and/or acceptance and rejection of one belief system or ideology • Includes course concepts and/or language • May use example/s	4–6
• Shows a limited understanding about acceptance and/or rejection of a belief system or ideology • May use course concepts and/or language	1–3

Answers could include:

• Technology has influenced acceptance and rejection of a belief system or ideology in the following ways:

  – Technology is a driver of globalisation, which promotes consumerism and access to products in open markets, widening choice for individuals which is key to capitalism. Technology has also enabled 'market disruptors' such as UBER and AirBnB to challenge the traditional methods of consumption. Their success indicates acceptance of *capitalism*. However, this creates rejection of a free market by those who are negatively impacted by such disruption eg taxi drivers, local residents near AirBnB dwellings. Facebook Live events allow followers to have a connection with a religious leader, forum or speaker at a micro/macro level.

  – In *Christianity*, at the meso level, some church groups (eg Hillsong) have developed their own TV and radio stations which allow them to disseminate their message. High numbers of subscribers indicate acceptance of this. Technological advances in medicine have triggered passionate responses to issues such as stem cell research. As a result, scientific developments that suit the needs of modern societies (eg IVF) have led to a decrease in church followers as they find their needs met outside the church.

Question 13 — Social Inclusion and Exclusion

Question 13 (a)

Criteria	Marks
• Clearly explains why access to socially valued resources is important in achieving social inclusion • Presents a cohesive response that effectively applies relevant example/s • Effectively applies relevant course concepts and language	5
• Explains why access to socially valued resources is important in achieving social inclusion • Presents a logical response that applies relevant example/s • Applies relevant course concepts and language	4
• Describes why access to socially valued resources is important in achieving social inclusion • Presents an organised response that uses relevant example/s • Uses relevant course concepts and language	3
• Outlines socially valued resources and/or social inclusion • Refers to example/s • Refers to course concepts and/or language	2
• Refers to socially valued resource/s or social inclusion • May refer to an example or course concept	1

Sample answer:

Societies function most effectively when working towards the same goal and social inclusion is essential to achieve this. Failure to provide all groups in society with access to socially valued resources leads to social dislocation, disempowerment and social exclusion for some groups. Therefore the common goals of society cannot be as easily achieved.

Access to socially valued resources such as health, education, the justice system, employment, housing and technologies is important in achieving social inclusion. Full and equal participation in society and building meaningful relationships are both important for social cohesion and inclusion and life chances.

For example, lack of access to employment for African immigrants reduces their ability to participate in Australian society, however, where supportive community groups promote access to employment for this group, a more accepting and inclusive society results.

Question 13 (b)

Criteria	Marks
• Makes informed judgement/s about the extent to which access to health care and education influence the social mobility of one group • 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 extent to which access to health care and education influence the social mobility of one 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 to make a judgement about the extent to which access to health care and education influence the social mobility of one group • Supports the response with relevant information and uses example/s • Presents an organised response using course concepts and language	7–9
• Describes health care and/or education and social mobility • Includes course concepts and/or language • May use example/s	4–6
• Shows a limited understanding about health care or education or social mobility • May use course concepts and/or language	1–3

Answers could include:

• Access to higher levels of education leads to improved employment opportunities and increased social mobility

• Higher educational outcomes lead to better employment prospects and better life chances and capacity to make decisions

• Access to better health care leads to longer life expectancy and improved quality of life and choice which may in turn lead to social mobility

• Better health outcomes lead to less absenteeism in education and work which can lead to better career/promotion opportunities

• Intergenerational poverty limits access to health care and high paying jobs and reduces social mobility

• Empowerment of minority groups through access to health care and education

• Reference to statistics eg:
   – % female literacy
   – average income
   – infant mortality rates
   – maternal mortality rates
   – fertility rates.

Question 14 — Social Conformity and Nonconformity

Question 14 (a)

Criteria	Marks
• Clearly explains why individuals acquiesce to social influence • Presents a cohesive response that effectively applies relevant example/s • Effectively applies relevant course concepts and language	5
• Explains why individuals acquiesce to social influence • Presents a logical response that applies relevant example/s • Applies relevant course concepts and language	4
• Describes why individuals acquiesce to social influence • Presents an organised response that uses relevant example/s • Uses relevant course concepts and language	3
• Outlines acquiescence or social influence • Refers to example/s • Refers to course concepts and/or language	2
• Refers to acquiescence or social influence • May refer to an example or course concept	1

Sample answer:

Individuals acquiesce by reluctantly accepting the power and/or authority of others thus conforming to group norms. Social expectations and those that enforce them are powerful controllers of behaviour. Individuals then conform to such expectations and pressure from peers, parents and employers, for example to avoid conflict, to avoid drawing attention to themselves or to gain social acceptance. By not acquiescing, an individual may experience social consequences such as exclusion or estrangement from a group which may then affect personal and social futures. For example, in college sororities in the US individuals acquiesce to initiation challenges to become part of the group and improve social status.

Question 14 (b)

Criteria	Marks
• Makes informed judgement/s about the roles of power and deviance within one group • 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 roles of power and deviance within one 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 to make a judgement about the roles of power and deviance within one group • Supports the response with relevant information and uses example/s • Presents an organised response using course concepts and language	7–9
• Describes power and/or deviance within one group • Includes course concepts and/or language • May use example/s	4–6
• Shows a limited understanding about power and/or deviance or one group • May use course concepts and/or language	1–3

Answers could include:

- The Amish formed out of deviating from mainstream Christian practices in Switzerland in the 1600s.
- They rejected a mainstream way of life including the authority, dress, education, language, religion, values and technology to form their own society in Pennsylvania.
- They developed their own power structures and sanctions for non-conformity (eg shunning and excommunication) to maintain social order. The Ordnung is the main source of authority and can only be interpreted and applied by the Council of Elders.
- Power is solely held by males. Rigid and traditional gender roles ensure the group's stability and functionality eg women complete domestic duties.
- Higher education is generally discouraged as this can lead to dissent and deviance.
- A key aspect of the group's development and continuity is 'Rumspringa'. This is a form of deviance by adolescence from the Amish culture where youth have power over their actions for one year in mainstream society, while they decide whether to stay or leave the group.

2018 HSC Society and Culture Mapping Grid

Section I — Social and Cultural Continuity and Change

Question	Marks	Content	Syllabus outcomes
1	1	Social and cultural continuity and change: concepts	H1
2	1	Framework: the process of research	H6
3	1	Framework: ethical research	H4
4	1	Social and cultural continuity and change: theories	H2, H3
5	1	Social and cultural continuity and change	H5
6	1	Social and cultural continuity and change	H6
7	1	Social and cultural continuity and change: concepts	H1
8	1	Social and cultural continuity and change	H1, H5
9	4	Social and cultural continuity and change: research	H6
10	8	Social and cultural continuity and change: country	H1, H5, H9, H10

Section II — Depth Studies

Question	Marks	Content	Syllabus outcomes
11 (a)	5	Popular culture – focus study	H1, H3,
11 (b)	15	Popular culture – focus study	H1, H3, H9, H10
12 (a)	5	Belief systems – nature of	H1, H3
12 (b)	15	Belief systems – focus study	H1, H3, H9, H10
13 (a)	5	Social inclusion and exclusion – nature of	H1, H3
13 (b)	15	Social inclusion and exclusion – focus study	H1, H3, H9, H10
14 (a)	5	Social conformity and nonconformity	H1, H3,
14 (b)	15	Social conformity and nonconformity	H1, H3, H9, H10