



NSW Education Standards Authority

**2018** HIGHER SCHOOL CERTIFICATE EXAMINATION

# Society and Culture

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**General  
Instructions**

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black pen
- Write your Centre Number and Student Number at the top of page 5

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**Total marks:  
60****Section I – 20 marks** (pages 2–6)

- Attempt Questions 1–10
- Allow about 40 minutes for this section

**Section II – 40 marks** (page 7)

- Attempt TWO questions from Questions 11–14
- Allow about 1 hour and 20 minutes for this section

## Section I — Social and Cultural Continuity and Change

**20 marks**

**Attempt Questions 1–10**

**Allow about 40 minutes for this section**

Use the multiple-choice answer sheet for Questions 1–8.

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- 1** Which of the following best demonstrates cooperation between the micro and meso levels of society?

  - A. A person volunteers at an aged-care facility.
  - B. A school committee fundraises for a charity.
  - C. A local library provides internet access only for senior students.
  - D. A parent questions the mark on her child's report during parent/teacher interviews.
- 2** When undertaking social and cultural research, at which point should new theories or suggestions be developed?

  - A. Writing the final report
  - B. Interpreting the findings
  - C. Considering the audience
  - D. Developing research methods
- 3** Ensuring participant confidentiality and acknowledging special needs of vulnerable groups are both ethical considerations most relevant to which of the following?

  - A. Observation and focus groups
  - B. Interview and secondary research
  - C. Questionnaire and content analysis
  - D. Statistical analysis and participant observation
- 4** According to interactionist theory, why do gender roles exist?

  - A. To minimise conflict
  - B. Because of social exchanges
  - C. To maximise social efficiency
  - D. Because of the division of labour

Refer to the following table to answer Questions 5–6.

**Electric car sales as a percentage of all car sales**

| <i>Country</i> | <i>2010</i> | <i>2016</i> | <i>2022</i> |
|----------------|-------------|-------------|-------------|
| Australia      | 0.2%        | 2%          | 1%          |
| China          | 0.5%        | 1%          | 3%          |
| Norway         | 4%          | 29%         | 52%         |

- 5** Trends in the data from the table indicate
- A. resistance to change in China and structural change in Norway.
  - B. resistance to change in Australia and evolutionary change in China.
  - C. structural change in Australia and transformative change in Norway.
  - D. evolutionary change in China and transformative change in Australia.
- 6** For which action at a macro level would the data in the table be most useful?
- A. A car dealership offering a discount for electric car purchases
  - B. The NSW Government promoting new public transport options
  - C. A car manufacturer advertising their environmentally sustainable practices
  - D. The federal government justifying tax incentives for drivers of electric cars

- 7 Which of the following best demonstrates the impact of technology on both personal identity and tradition?
- A. The popularity of fitness images shared electronically
  - B. The decline in the number of Christmas cards sent due to the use of email
  - C. The increased number of online dating accounts used to meet a future partner
  - D. The Prime Minister rejecting a social media campaign that sought to change the date of Australia Day
- 8 Which of the following is an example of the role of authority in transformative change?
- A. In 2010, local governments within Australia imposed water usage restrictions during drought.
  - B. In 2009, social media was used extensively to coordinate protests during the Iranian elections.
  - C. In 2015, a referendum was held in Ireland that resulted in legislation recognising same-sex marriages.
  - D. In 2007, a technology company introduced the smartphone which led to millions of users worldwide.

## Society and Culture

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Section I (continued)

Answer the questions in the spaces provided. These spaces provide guidance for the expected length of response.

A school principal has proposed increasing the number of hours of school sport for each student.

[illegible]

**Question 10** (8 marks)

Discuss the effects of modernisation on ONE society.

[illegible]

## Society and Culture

### Section II — Depth Studies

**40 marks**

**Attempt TWO questions from Questions 11–14**

**Allow about 1 hour and 20 minutes for this section**

Answer both questions in the Section II Writing Booklet. Extra writing booklets are available.

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Your answer to part (b) of the question will be assessed on how well you:

- demonstrate knowledge and understanding relevant to the question
  - apply course concepts and language appropriate to the Depth Study
  - analyse relationships within and between social and cultural groups
  - present a sustained, logical and cohesive response
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#### **Question 11 — Popular Culture (20 marks)**

- (a) Explain how consumption of ONE popular culture is influenced by mythology. **5**
- (b) Assess the implications of changing values on the tension between producers and consumers in ONE popular culture. **15**

#### **Question 12 — Belief Systems and Ideologies (20 marks)**

- (a) Explain how secularisation has influenced ideologies within Australia. **5**
- (b) To what extent has technology influenced the acceptance and rejection of ONE belief system or ideology? **15**

#### **Question 13 — Social Inclusion and Exclusion (20 marks)**

- (a) Explain why access to socially valued resources is important in achieving social inclusion. **5**
- (b) To what extent do access to health care and education influence social mobility for ONE group? **15**

#### **Question 14 — Social Conformity and Nonconformity (20 marks)**

- (a) Explain why individuals acquiesce to social influence. **5**
- (b) Assess the roles of power and deviance within ONE group. **15**

**End of paper**

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