NSW Education Standards Authority

2019 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change

Multiple-choice Answer Key

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

Question 9

Criteria	Marks
• Demonstrates how ONE theory explains social and cultural continuity • Presents a cohesive response that effectively applies relevant example(s) • Applies relevant course concepts and language	4
• Describes ONE theory and social and cultural continuity • Presents a logical response that applies relevant example(s) • Uses relevant course concepts and language	3
• Outlines ONE theory and/or social and cultural continuity • Refers to example(s) • Refers to course concepts and/or language	2
• Refers to ONE theory and/or continuity • May use an example or course concept	1

Sample answer:

According to conflict theory, some individuals and groups are able to obtain and keep more resources than others. For example, the Chinese Communist Party are the ruling elite and seek to maintain their power and status in society. Leadership positions enable privilege and access to resources as party members control the political and legal systems and now often own businesses. They seek to maintain the 'status quo' through controlling these structures and processes in society that actively exclude those without power and access to resources. Challenges by the underclass over issues such as democracy and human rights are dealt with harshly to suppress any uprisings. This is to maintain the continuity and tenure of the Chinese Communist Party.

Question 10

Criteria	Marks
• Demonstrates a high level of understanding of tradition and change in ONE country • Clearly identifies the role of tradition in the rate and direction of change in ONE country supported with appropriate examples • Presents a sustained, logical and cohesive response • Effectively applies relevant course concepts and language	7–8
• Demonstrates a sound level of understanding of tradition and change in ONE country • Identifies the role of tradition in the rate and/or direction of change in ONE country supported with appropriate examples • Presents a logical and cohesive response • Applies course concepts and language	5–6
• Demonstrates some understanding of tradition and change in ONE country • Identifies traditions and change in ONE country, may include examples • Uses course concepts and language	3–4
• Demonstrates limited understanding of tradition and/or change • May use course concepts and/or language	1–2

Answers could include:

Tradition and religion in India are inextricably linked. Approximately 80% of the population adhere to Hinduism and this has dictated many values, customs, rituals and social norms. As a result, tradition plays a key role in the rate and direction of social change.

• Hinduism has clearly defined traditional gender roles, which have been slow to change – women do 90% of the housework, which is the most in any country, according to The Economist (5/7/18) although moves towards gender equality have taken place. This reflects significant exposure to social media and a growing influence of external ideas that are promoted through technology.

• Changes to status of women have been limited by social expectation, norms and the caste system. Traditionally, males hold a higher value in Indian society so the direction of change is often set by males. However, female employment in India has decreased dramatically from 35% in 2005 to 26% in 2018. Therefore, the direction of social change is moving away from equality in employment.

• Low literacy rates and high fertility rates traditionally kept women at home. However, legislation passed in 2009 guaranteed free and compulsory education for all children aged between 6 and 14 years old. Now, primary school enrolment is at 96% which challenges the tradition of girls' lack of education. The proliferation of technology applications can also promote literacy and improve access to learning.

• Traditional heterosexual and arranged marriages ensure continuity in the institution of marriage and changes in this area are extremely slow; however, the direction has recently changed with the decriminalisation of same sex relationships in 2018. This may lead to rapid changes in marriage laws and increased social acceptance of non-traditional relationships.

Section II — Depth Studies

Question 11 — Popular Culture

Question 11 (a)

Criteria	Marks
• Clearly states reasons for groups rejecting the ideology of ONE popular culture • Presents a cohesive response that effectively applies relevant example(s) • Effectively applies relevant course concepts and language	5
• States reasons for groups rejecting the ideology of ONE popular culture • Presents a logical response that applies relevant example(s) • Applies relevant course concepts and language	4
• Describes groups rejecting the ideology of ONE popular culture • Presents an organised response that uses relevant example(s) • Uses relevant course concepts and language	3
• Outlines groups rejecting the ideology of ONE popular culture • Refers to example(s) • Refers to course concepts and/or language	2
• Refers to groups or rejection • May use an example or course concept	1

Sample answer:

The ideology perpetuated by fashion dolls such as Barbie and Bratz is about female empowerment, pursuing the American Dream, westernisation and consumerism. Some groups such as feminists, religious groups and parents reject this because this ideology is in contrast to their own values and beliefs.

This ideology is rejected by feminist scholars who claim that Barbie exemplifies unrealistic beauty ideals, white imperialism, heterosexuality and patriarchal society.

Barbie is banned in Iran, an Islamic theocracy, because she represents American values and displays overt sexuality. She has been replaced with Fulla who is more closely aligned with the ideology of Iranian culture and values.

Other fashion dolls, such as Bratz, have been rejected by parents because, even though they convey fearlessness and empowerment of females, the dolls are considered hyper-feminine with unrealistic interests and inappropriate clothing and make-up that serve as poor role models for young girls.

Question 11 (b)

Criteria	Marks
• Clearly explains how stakeholders can affect future directions for ONE popular culture • Supports the response with a range of detailed and accurate information and effectively integrates appropriate examples • Presents a sustained, logical and cohesive response • Effectively applies relevant course concepts and language	13–15
• Explains how stakeholders can affect future directions for 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 explain how stakeholders can affect future directions 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 stakeholders and/or future directions for ONE popular culture • May use example(s) • Includes course concepts and/or language	4–6
• Shows a limited understanding of stakeholders and/or future directions for ONE popular culture • May use course concepts and/or language	1–3

Answers could include:

Stakeholders play a significant role in the control and consumption of teen films and will continue to influence future directions of this popular culture. Stakeholders include family, peer groups, media, marketers, governments and global groups.

• *Family* – parents have always greatly influenced their children's consumption of teen films through unofficial censorship. Access to teen films can be limited by imposing restrictions on what parents let their children watch. In the future, parents may be able to gain greater control through easier monitoring and online settings eg parental controls and family settings on programs and applications such as Netflix.

• *Peer groups* – influence consumption of teen films as friends participate in conversations about teen films. This can often be at odds with parental control over consumption as friends bond over shared experiences of watching the same films. In the future, the significance of peer groups will continue, and possibly be strengthened, due to consumption and access to teen films on personal electronic devices.

• *Media* – will continue to provide access to, and information about, teen films. The near future will most likely involve greater influence over individuals' teen film choice through social media sharing, 'likes' and 'following' components.

• *Global groups* – based on data collected from social media, box office ticket sales and other sources, large production companies develop teen films that have guaranteed popularity such as dystopian societies, sequels and appealing to teen likes and interests. The growing popularity of Netflix/Stan/Foxtel also means teen films are produced specifically for distribution via this outlet. The future may see more exclusive releases and higher levels of interactivity for online outlets at the expense of movie cinema release.

- *Marketers* – will continue to promote teen films as needed through cross platform promotion; however, social media will most likely play a greater role in raising consumer awareness and generating interest. Marketers are using individual consumers and their collective dependence on social media more heavily as tools of promotion.
- *Governments* – will continue to maintain and implement standards through official censorship. In the future, government ability to control teen film consumption may be challenged by the proliferation of media platforms such as YouTube.

Question 12 — Belief Systems and Ideologies

Question 12 (a)

Criteria	Marks
• Clearly explains similarities and differences between belief systems and ideologies • Presents a cohesive response that effectively applies relevant example(s) • Effectively applies relevant course concepts and language	5
• Explains similarities and differences between belief systems and ideologies • Presents a logical response that applies relevant example(s) • Applies relevant course concepts and language	4
• Describes similarities and differences between belief systems and ideologies • Presents an organised response that uses relevant example(s) • Uses relevant course concepts and language	3
• Outlines similarities and/or differences between belief systems and ideologies • Refers to example(s) • Refers to course concepts and/or language	2
• Refers to belief systems and/or ideologies • May use an example or course concept	1

Sample answer:

Similarities of belief systems and ideologies include a shared understanding that guides the worldview of followers. Adherents take on a collective identity formed through the practice of rituals and customs that reflects the values and beliefs specific to that belief system or ideology. Both seek to provide purpose and explain ways of perceiving the world.

'Ideologies' refers to political, social and economic ideas that help to define a particular group of people. Democracy is a political ideology that defines Australian culture and society by providing opportunities to influence government decision making.

However, belief systems have a set of teachings about the world that a person believes to be true. A belief system focuses on worldviews, the afterlife and moral approaches about right and wrong. It often includes elements of the supernatural, transcendence and gives followers a sense of hope and purpose. Buddhism seeks to provide answers to life questions about creation, the purpose and conduct in this life and what will happen after death. Buddhists believe in reincarnation. This is vastly different to any ideology.

Question 12 (b)

Criteria	Marks
• Makes informed judgements about the impact of dissent on the internal structure of ONE belief system or ideology • Supports the response with a range of detailed and accurate information and effectively integrates appropriate examples • Presents a sustained, logical and cohesive response • Effectively applies relevant course concepts and language	13–15
• Makes judgement/s about the impact of dissent on the internal structure 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 judgement/s about the impact of dissent on the internal structure 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 dissent and/or internal structure of ONE belief system or ideology • May use example(s) • Includes course concepts and/or language	4–6
• Shows a limited understanding of dissent and/or internal structure of ONE belief system or ideology • May use course concepts and/or language	1–3

Answers could include:

- Dissent within a belief system can have a significant impact on its internal structure. Disagreements can occur over many aspects within belief systems including, but not limited to; leadership roles, the frequency and place of rituals, interpretation of sacred texts, the daily practices involved and outreach / mission strategies

- In Christianity, dissent in the past occurred during the Reformation in the 1500s, initiated by Martin Luther protesting about the teaching and practices of the Catholic Church. This resulted in a change in structure where the church split and the development of protestant denominations prevailed. In contemporary Christianity, dissent over the role of women within churches has resulted in diverse responses, with some congregations embracing female ministers / priests while others maintain traditional male leadership roles.

- In feminism, the first wave challenged the lack of property rights and legal recognition of women. Subsequent waves have focused on gender roles, equal pay and work. The most recent forms of feminism can be seen in the #MeToo movement, which has triggered disagreement between generations of feminists because the older generations have tended to believe in the social and collective freedoms of women, however the younger generations have focused more on individual outcomes. But #MeToo has brought forward the testimony of women rich and poor, healthy and ill, famous and anonymous. Effects of this dissent include risk in undermining any previous achievements and progress, and fragmentation of leadership.

Question 13 — Social Inclusion and Exclusion

Question 13 (a)

Criteria	Marks
• Clearly states reasons for the pluralist nature of societies and cultures • Presents a cohesive response that effectively applies relevant example(s) • Effectively applies relevant course concepts and language	5
• States reasons for the pluralist nature of societies and cultures • Presents a logical response that applies relevant example(s) • Applies relevant course concepts and language	4
• Describes the pluralist nature of societies and cultures • Presents an organised response that uses relevant example(s) • Uses relevant course concepts and language	3
• Outlines the pluralist nature of societies and cultures • Refers to example(s) • Refers to course concepts and/or language	2
• Refers to the pluralist nature of societies and cultures • May use an example or course concept	1

Sample answer:

A pluralist society is diverse, and people with different backgrounds, viewpoints, religious affiliations and political persuasions coexist in a fair and just society. A key feature of pluralism is that citizens respect differing views and experiences, which in practice means that every person and group has equal access to socially valued resources. The increased movement of people around the world has contributed to the growth and development of pluralist societies and cultures.

Australia actively sought to become a pluralist society to meet population needs and economic targets and is now considered one of the world's most successful multicultural communities. With immigration came diversity and the need to promote social integration, not just tolerance of difference. Pluralism has also been reinforced in Australia through policies and legislation at both the state level (eg Anti-Discrimination Act 1977) and federal level (eg Racial Discrimination Act 1975).

Question 13 (b)

Criteria	Marks
• Makes informed judgements about the effectiveness of social inclusion programs in ONE country • Supports the response with a range of detailed and accurate information and effectively integrates appropriate examples • Presents a sustained, logical and cohesive response • Effectively applies relevant course concepts and language	13–15
• Makes judgement/s about the effectiveness of social inclusion programs 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 to make judgement/s about the effectiveness of social inclusion programs in ONE country • Supports the response with relevant information and uses example/s • Presents an organised response using course concepts and language	7–9
• Describes programs and/or social inclusion in ONE country • May use example/s • Includes course concepts and/or language	4–6
• Shows a limited understanding of programs and/or social inclusion in ONE country • May use course concepts and/or language	1–3

Answers could include:

Societies need to ensure equal access to housing, employment, education, technology, healthcare and the justice system. However, large numbers of people from minority or migrant groups experience exclusion in these areas. Governments and non-government organisations have implemented programs to improve social inclusion.

Orange Sky is a free mobile laundry and showering service for homeless people. It has been successful in assisting the homeless in Brisbane as it has expanded from two people with one van, to now operating in 27 different locations around Australia. Orange Sky also promotes connections for homeless people with others to reduce social isolation. While they are unable to alleviate the housing issue itself, they work in conjunction with other agencies to support opportunities for employment and further social inclusion.

Question 14 — Social Conformity and Nonconformity

Question 14 (a)

Criteria	Marks
• Clearly explains the role of media in shaping attitudes towards nonconformists • Presents a cohesive response that effectively applies relevant example(s) • Effectively applies relevant course concepts and language	5
• Explains the role of media in shaping attitudes towards nonconformists • Presents a logical response that applies relevant example(s) • Applies relevant course concepts and language	4
• Describes the role of media in shaping attitudes towards nonconformists • Presents an organised response that uses relevant example(s) • Uses relevant course concepts and language	3
• Outlines the role of media and/or attitudes towards nonconformists • Refers to example(s) • Refers to course concepts and/or language	2
• Refers to media and/or nonconformists • May use an example or course concept	1

Sample answer:

Media is powerful in shaping social attitudes because information is readily accessible and widely distributed for people of all ages and locations. Views communicated by media vary depending on the agenda of both the producers and the consumers. Existing attitudes towards nonconformists are affirmed through customisable news feeds, preferences and subscriptions.

Malala Yousafzai is a Pakistani activist for female education and is considered a nonconformist in her country of origin. She recovered in the UK after being shot in the head by the Taliban, who hold more restrictive views on education, particularly for females. The Taliban are also considered deviant nonconformists and media coverage of this group is consistently negative.

Western media has promoted Malala's story and her advocacy has grown into an international movement, shaping social attitudes about her, Pakistan, human rights and the Taliban. Media coverage has been influential in shaping positive attitudes and support for Malala, while simultaneously shaping negative attitudes towards the Taliban and Pakistan.

Question 14 (b)

Criteria	Marks
• Makes informed judgements about the impact of technology on the historical and social development of ONE group • Supports the response with a range of detailed and accurate information and effectively integrates appropriate examples • Presents a sustained, logical and cohesive response • Effectively applies relevant course concepts and language	13–15
• Makes judgement/s about the impact of technology on the historical and social development 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 judgement/s about the impact of technology on the historical and social development 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 technology and/or the historical and/or social development of ONE group • May use example(s) • Includes course concepts and/or language	4–6
• Shows a limited understanding of technology and/or the development of ONE group • May use course concepts and/or language	1–3

Answers could include:

The Amish are a subcultural group who are often defined by their overt rejection of technology, which has greatly affected their historical and social development. As such, they are easily identified by their unique way of life. They originated in Europe and are now mostly located in North America. All Amish follow the *Ordnung*, which is a collection of rules to live by. The *Ordnung* is enforced by elders in each community, however variations exist in the extent to which technology is either rejected or integrated into daily life.

The conscious rejection of technology by the Amish has affected the historical development of this group. The limited use of electricity, transport and communications technologies has affected the physical location of settlements. They live in close proximity to each other so they often don't use cars or phones. They also engage in manual labour, which is considered godly, as labour-saving devices may enable too much free time. They often choose not to mechanise farming practices in agriculture and dairy industries; however, modern health and safety regulations have been imposed eg refrigeration of milk is required.

In terms of social development, technology has been rejected because of potential negative effects that cause divisions within the Amish community, where an individual's assets such as cameras and mobile phones are considered indicators of higher status. Photographs are discouraged as these may cultivate personal pride and vanity, which contradict core Amish values. The Amish rely heavily on their sense of community, and technology threatens to undermine this collectivist approach by enabling individualism and independence.

2019 HSC Society and Culture Mapping Grid

Section I — Social and Cultural Continuity and Change

Question	Marks	Content	Syllabus outcomes
1	1	The nature of social and cultural research methods	H6
2	1	The nature of social and cultural continuity and change	H1
3	1	Integrated concepts	H1
4	1	The nature of social and cultural continuity and change	H5
5	1	Integrated concepts	H3
6	1	Social and cultural literacy	H4
7	1	Framework: research methods	H6
8	1	Framework: ethical research	H6
9	4	The nature of social and cultural continuity and change	H1, H9
10	8	Focus study: *social and cultural continuity and change in a selected country*	H2, H5, H10

Section II — Depth Studies

Question	Marks	Content	Syllabus outcomes
11 (a)	5	Focus study and integrated concepts	H1, H3
11 (b)	15	Focus study and the near future (5 to 10 years)	H3, H5, H9, H10
12 (a)	5	The nature of belief systems and ideologies	H1, H3
12 (b)	15	Focus study	H3, H5, H9, H10
13 (a)	5	The nature of social inclusion and exclusion	H2, H3
13 (b)	15	Focus study	H3, H5, H9, H10
14 (a)	5	The nature of social conformity and nonconformity	H2, H3
14 (b)	15	Focus study	H1, H5, H9, H10