

BOARD OF STUDIES
NEW SOUTH WALES

1999 HSC

Society and Culture

Notes from the Examination Centre

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Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9262 6270

Internet: <http://www.boardofstudies.nsw.edu.au>

March 2000

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ISBN 0 7313 4523 1

200074

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1999 Higher School Certificate Society and Culture Notes from the Examination Centre

Introduction

In 1999, 2713 candidates presented for the examinations in Society and Culture, a small increase on the candidature for 1998. Of these 2246 presented for the 2/3 Unit examination and 467 for the 3 Unit (Additional) paper.

2/3 Unit (Common)

Section I — Concepts and Methodologies of the Syllabus (30 marks)

Question 1

Parts (a), (b) and (c) are worth six marks each. Part (d) is worth twelve marks.

(a) *Persons and society interact in both the micro world and the macro world.*

Outline ONE example from the micro world and ONE example from the macro world to illustrate such interaction.

(b) *How do TWO of the following factors contribute to social literacy?*

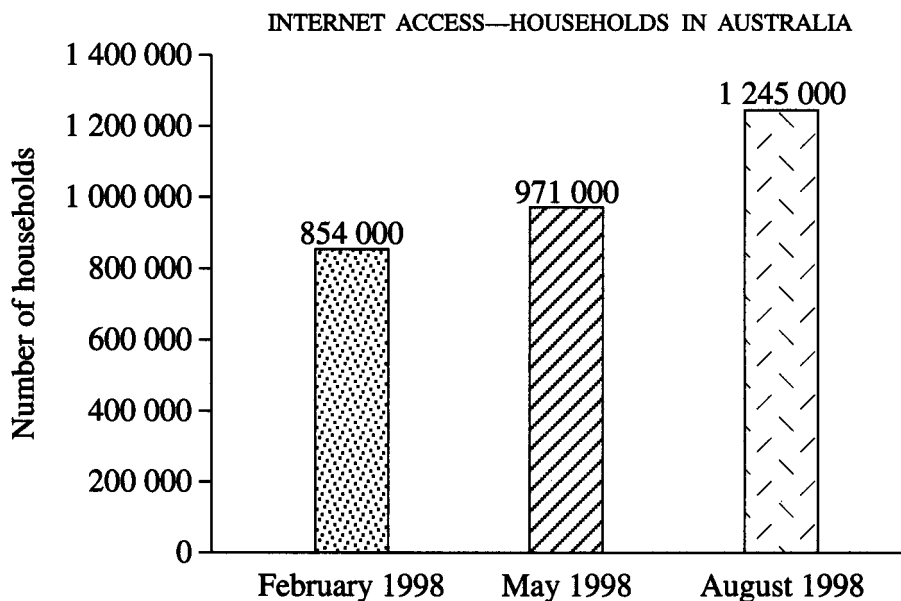
- *ability to communicate*
- *social sensitivity*
- *environmental and global awareness*

(c) *A new housing development that aims to attract people from different cultures is being planned. You are asked to conduct social research to assist the planning of the project.*

Select ONE of the methodologies below. Justify the usefulness of this methodology for social research to assist the planning of the project.

- *social survey*
- *data analysis*
- *documentary analysis*
- *ethnographic interview*
- *case study*
- *values problem analysis*
- *action research*

(d)



The graph above illustrates one aspect of communication technology usage by households in Australia.

- (i) Describe the trend in the graph above. (1 mark)
- (ii) Suggest a possible trend for communication technology usage by households in Australia in the near future. Justify your suggestion. (3 marks)
- (iii) Briefly discuss how the usage of communication technology may influence Australian culture in the future. (8 marks)

General Comments

Candidates generally handled the questions well. The questions were based on the syllabus; the methodologies question (c), however, presented a range of methodologies from the outcomes that some candidates found challenging. Some terms and concepts proved difficult, eg. *environmental and global awareness* in (b).

Specific Comments

Above Average responses

Here candidates demonstrated ability to bring together aspects of the course in a coherent and integrated way. They applied course concepts well and were able to demonstrate analytical skills when answering each part of the questions. Time was allocated appropriately to the marks available. The better responses dealt with future aspects of the Syllabus and could draw on present aspects of society and culture to predict aspects of future society. Social literacy was clearly evident in these responses.

(a) Candidates:

- were able to respond to and analyse specific requirements of the question.
- demonstrated understanding of the concepts and applied them in their response.
- dealt with the micro and macro worlds effectively and showed how these worlds interact.

- provided suitable examples that illustrated the interaction of persons and society in both the micro-world and the macro-world.

(b) Candidates:

- were able to analyse and target specific requirements of the question.
- demonstrated understanding of the concept of social literacy and applied the concept in their responses.
- showed clear understanding of the meaning of the factors chosen for their response.
- demonstrated ability to show how the two factors chosen did apply to and contribute to social literacy.

(c) Candidates:

- were able to differentiate between selected methodologies and apply them appropriately to the question.
- were able, where appropriate, to provide competent definitions and integrate the definitions into the answer with relevant/quality/examples.
- demonstrated sound understanding of concepts and link these with content knowledge.
- used a theoretical framework to justify/support their opinions.
- organise ideas in a coherent and efficient manner.

(d)

- Allocation of time and the corresponding length of answers reflected the marks in each part of the question.
- Each part of the question was answered with a complete answer.
- In part (i) candidates described the trend in the graph, in (ii) they suggested a trend and justified their suggestion, in (iii) they provided a discussion of future implications.
- Candidates were able to give a complete response incorporating a sophisticated future scenario and its implications for Australian culture.
- Candidates provided a meaningful analysis of Australian culture.

Average responses

These responses were descriptive in trying to bring together aspects of the course; they were coherent but did not integrate the concepts and knowledge effectively. In them candidates attempted to apply analysis, answered most parts of the questions and time was generally allocated appropriately to the marks available. These responses dealt with future aspects of the Syllabus in general terms and did not apply current knowledge to future scenarios. Social literacy was not always evident in them, however.

(a), (b) & (c)

Here candidates:

- were able to give definitions and provide some supporting examples where relevant:
- made generalised statements, used some course concepts and attempted to integrate them into their answer.

- satisfied some of the demands of the question and provided relevant examples.
- reproduced prepared information in a limited response and applied some analysis.
- provided some structure and evidence of organisational skills in their responses.

(d) Here candidates:

- were able to describe trends in relation to the specific requirements of the question:
- discussed the use of communication technology, and of Australian society but provided limited discussion of culture.

Below Average responses

In these candidates generally failed to bring together aspects of the course. They lacked clarity and failed to display knowledge or application of the concepts and knowledge effectively. No attempt was made to apply analysis and many did not answer all parts of the questions. These responses did not deal with future aspects shown in the Syllabus and did not address future aspects of the questions. Social literacy was not apparent in the responses.

(a), (b) & (c)

Candidates:

- showed minimal understanding of course concepts and provided limited examples in support of their responses.
- attempted little methodological analysis.
- provided limited factual understanding.
- struggled to meet the requirements of the question.
- provided poor integration of material and very basic description.
- showed inability to provide relevant examples.

(d) Candidates:

- were able to read and interpret the graph and indicate a trend.
- provided very limited discussion of aspects in question.

Section II — Depth Studies (40 marks)

Question 2 Intercultural Communication.

EITHER

(a) *How does communication between individuals take place?*

What specific skills are required for intercultural communication?

With specific reference to TWO examples of intercultural misunderstanding, evaluate ways in which intercultural communication can be improved.

OR

(b) *Stereotypes can be significant barriers to communication between cultural groups.*

Explain what you understand by the concept of stereotype.

Critically analyse the above statement with reference to a particular cultural group you have studied.

In your answer, refer to THREE of the following:

- *values*
- *customs*
- *mores*
- *conflict*
- *cooperation.*

General Comments

For both parts of the question good responses provided coherent and comprehensive answers that integrated concepts and knowledge well. There was continual attempt at analysis in support of the argument presented, as well as high levels of social literacy, communication and organisation in the responses.

Specific Comments

Above Average responses

(a) These were noteworthy for:

- a thorough description and analysis of the communication process, with sophisticated use of concepts.
- explaining a range of skills required for intercultural communication - specific skills were discussed and were more defined than eg. 'having patience'.
- suspension of judgment, with the candidates being able to answer, using concepts and providing a clear discussion of issues.

- description of two very specific examples of intercultural misunderstanding, and within these candidates wrote an evaluation or judgment of how to avoid difficulties.
- examples stating the cultural beliefs behind behaviour, needed in order to reveal candidates' understanding of the problems in communication.
- being very socially literate with excellent communication.

(b) These were noteworthy for:

- a thorough definition of 'stereotype' - giving clear ideas when establishing a line of argument.
- an obvious link between the misconceptions and the way in which this causes problems in communication.
- providing a very conceptual response, using the chosen cultural group as a suitable example for illustrating the argument presented.
- referring to stereotypes and providing responses that are clearly integrated in the response.
- applying appropriate concepts to the question.
- finding difficulty in the 'critically analyse' aspect of the question which required a high level of depth and knowledge.

Average responses

For both parts of the question average responses were descriptive answers that mentioned concepts and knowledge but did not integrate them effectively. Limited attempt was made at analysis to support the argument presented. Limited social literacy was evident, while the communication and organisation of the responses were only reasonable.

(a) Candidates:

- presented a fair description of the communication process.
- were inclined to be vague, although when the first two parts were completed, it was at expense of the third part.
- listed a few skills that were required for intercultural communication.
- gave a detailed example/description of intercultural misunderstanding.
- mentioned ways of improving difficulties.

(b) Candidates:

- went into great detail about stereotypes using a group as an example.
- described some behaviours that differ from that of other groups.
- listed concepts to which they referred only briefly.

Below Average responses

For both parts of the question, weaker responses were broad and general, and generally failed to mention concepts, while any knowledge presented was not integrated. No analysis was evident to support the argument presented, and little or no social literacy was evident, while the communication and organisation of the responses were weak.

(a) Candidates presented:

- a brief description of the communication process.
- a brief mention of the one or two skills required.
- a mention of an example of intercultural communication.
- description that lacked depth.
- inappropriate examples.

(b) Candidates:

- presented a brief definition of stereotype.
- talked about a particular group mentioning behaviour at a very simple level.
- showed little/no social literacy.
- provided examples of stereotypes, then fell into a stereotype trap themselves.
- showed poor understanding of the question.

Question 3 Religion and Belief

EITHER

(a) *Through religious behaviour, many humans try to deal with important issues in their lives.*

Critically analyse this statement with reference to any TWO religions (tribal or world) that you have studied.

In your answer, refer to TWO of the following:

- *periods and events in the human life cycle*
- *religious stories providing answers to the mysteries of life*
- *the significance of sacred places and space*
- *mystery and magic.*

OR

(b) *Changes in Australian society have an impact on religions and belief.*

Critically analyse this statement with reference to THREE of the following:

- *multiculturalism*
- *women*

- *secularisation*
- *new religions*
- *spiritual leaders.*

Above Average responses

For both parts of the question good responses gave the impression that the question was being newly considered. Points made supported a line of argument and were integrated, objective and detailed. There was continual attempt at analysis, as well as a high level of balance, fluency and organisation.

- (a) – Candidates evaluated the statement by referring to specific religious activities.
- There was a balance in the discussion of both religions, linking the boxed statement to the issues and concepts chosen.
- Candidates successfully balanced all the requirements of the question.
- (b) – Candidates critically analysed the statement and did not ignore the specific requirement in the question.
- A diverse range of impacts to which religion has been exposed were suggested.
- The apparent resistance of religious institutions (eg. churches) to change was elaborated upon.

Average responses

These responses tended to be descriptive rather than analytical, details were general and specific examples limited. Answers were frequently only indirectly linked to the question.

- (a) These responses:
 - focussed on rituals of birth, marriage and death, they failed to explain the purpose behind the ritual.
 - often generalised and wrote clichéd responses that did not investigate specifics.
 - briefly discussed the statement, rather than analysed it.
- (b)
 - Broad discussion of three features of religion was provided, but with limited relation to the question.
 - A limited range of points were covered, with multiculturalism often being used in answer.
 - there tended to be a focus on the history of multiculturalism rather than on changes in religions and belief.

Below Average responses

Weaker responses were very generalised, often brief and poorly balanced. Questions were not addressed - there was a sense that the candidate was writing 'all that he/she knew'.

- (a) – Aspects of the question were obviously missed.
 - These candidates were generally unable to consider the implications of the parts of the question.
- (b) – These candidates were unable to address the question, except in very broad generalities.
 - Understanding of secularisation was generally not shown.

Question 4 Social Inequality, Prejudice and Discrimination

EITHER

- (a) *In 1998 the number of complaints about discrimination fell.*

Outline THREE factors that illustrate the nature and extent of prejudice and discrimination in Australian society.

Evaluate solutions that have been put in place to reduce discrimination and prejudice in Australian society.

OR

- (b) *Changes occur in the ways that members of groups see themselves and are viewed by others.*

Evaluate this statement with reference to any THREE of the following:

- *ethnicity*
- *gender*
- *class*
- *disability*
- *sexuality.*

Above Average responses

Evidence of wide reading, use of current examples and relevant data were provided. Accurate references were used and concepts well integrated with a sophisticated approach/writing style in a comprehensive answer. Extensive use was made of relevant concepts and social theorists. Answers were related to the stimulus and all parts of the question were dealt with comprehensively.

- (a) – Candidates evaluated solutions to discrimination and prejudice, as the question required.
- Integrated evaluations with the nature and extent of discrimination and prejudice.
- In excellent answers candidates understood the terms ‘what’ (nature) and ‘amount’ (extent) of discrimination and prejudice and spent an equal amount of time across the required parts - evaluating, as well as discussing the solutions.
- (b) – Excellent answers not only examined change over a period of time (‘changes that have occurred’) in relation to three groups, but also explained/evaluated ‘why’.
- The changes were evaluated from a psychological or sociological perspective.

Average responses

Evidence of social literacy was inconsistent. Generally, poor knowledge of the topic was shown and, although arguments were supported with examples, these were generally only ‘described and listed’. Many struggled with the demands of the question. An attempt at evaluation was usually just a list, especially in Question 4(a). Ideas were communicated in a superficial way and there was a tendency to describe changes that have occurred. ‘Evaluation’ was very limited – usually being just a list. Concepts were used, but quite often simply irrelevantly or as a ‘tack on/add on’.

- (a) These candidates:
 - understood discrimination and prejudice.
 - discussed solutions to discrimination and prejudice.
 - responded in separate sections with little integration.
 - provided little evaluation of the nature and extent of discrimination and prejudice.
- (b) Candidates:
 - examined change in relation to three groups.
 - provided limited explanation of why change is occurring.
 - provided little evaluation of features in relation to the question.

Below Average responses

Little evidence was provided by the candidates, so that most responses appeared to be based on general knowledge. They presented few/no concepts and were vague, broad, anecdotal or provided a personal dimension. Some were ‘prepared answer’ with little/no relevance, so that it was often difficult to establish which question is being answered. Most were very short responses showing poor communication skills. These answers used generalisations and were often ethnocentric/defamatory and lacked social literacy.

- (a)
- Solutions to discrimination and prejudice were only mentioned.
 - Only limited understanding of the nature and extent of discrimination and prejudice was shown.
- (b) There was:
- little examination of change over a period of time.
 - limited discussion of some factors listed in question.

Question 5 Work, Leisure and Sport.

EITHER

(a) *The nature of work is changing.*

- (i) *Critically analyse this statement with reference to the following factors affecting work:*
- *patterns of work*
 - *attitudes to work*
 - *technology*
 - *education.*
- (ii) *Explain the relationship between employment and TWO of these factors.*

OR

- (b) (i) *What is understood by the term 'sports industry' OR the term 'leisure industry'?*
- (ii) *Describe the role that technology and marketing play in the 'sports industry' OR in the 'leisure industry'.*
- (iii) *Critically analyse how the 'sports industry' OR the 'leisure industry' attempts to influence personal identity.*

Above Average responses

These responses were based on wide reading, current examples and gave relevant data/statistics. They emphasised change and showed understanding of the concept of change. They did not overuse historical data, but, rather, concentrated on contemporary society. Critical analysis of material was provided with connections/interaction between factors being explored and therefore showing depth of analysis. All parts of the question were comprehensively discussed and a well integrated/sophisticated writing style adopted.

- (a) Candidates:
- were able to demonstrate ability to answer all parts of this demanding question.
 - critically analysed each factor and linked part (ii) of the question to part (i).
 - demonstrated a clear understanding of each factor of work.

(b) Candidates:

- answered fully each part of the question for either the sports industry or the leisure industry.
- were able to critically analyse links between personal identity and the industry chosen.
- understood and applied concepts.

Average responses

Here candidates attempted to critically analyse the statement, but were able to provide only a superficial analysis. Some evaluation was included in a good writing style that communicated well. Although examples were used in the answers, there was less discernment in the choice of examples. In most cases all aspects of the question were covered, however balance between sections was often lacking or some sections not covered.

(a) These candidates:

- discussed changing nature of work, with little or no analysis.
- mentioned each factor in a general discussion.
- provided limited coverage of part (ii) of the question.

(b) These candidates:

- attempted the entire question.
- discussed technology and/or marketing in relation to the industry chosen.
- provided limited discussion of personal identity related to the industry chosen.

Below Average responses

Here candidates did not cover all aspects of the question or follow the question structure and were merely basic and descriptive. They showed an inability to see relationships between factors as well as failure to understand change except in the most superficial sense. Their choice of examples was poor/inadequate, comprising of generalisations. 'Prepared' answers that were often lacking in balance and were repetitive.

(a)

- Here there was no analysis of factors of work.
- These candidates did not address both parts of the question.
- Only a very basic discussion of factors affecting work.

(b)

- Limited understanding was shown of the requirements of the question.
- Candidates were unable to analyse or link the sports industry or leisure industry to personal identity.
- Limited understanding of the sports industry or the leisure industry.

Question 6 Popular Culture

EITHER

- (a) *Critically analyse how popular culture influences the behaviour of individuals, groups and institutions.*

In your answer, refer to THREE of the following:

- *globalisation*
- *socialisation*
- *ideology*
- *access*
- *consumption.*

OR

- (b) *Name a form of popular culture you have studied.*

How did this form of popular culture begin?

Critically analyse TWO significant reasons for the growth of this form of popular culture that illustrate:

- *power and influence*
- *conflict, continuity and change.*

Above Average responses

These responses demonstrated thorough knowledge of a popular culture case study, which was applied specifically to all the terms of the question. Candidates were able to analyse popular culture, rather than providing merely a description of the particular popular culture studied. Concepts of this depth study were clearly understood and smoothly integrated into their answers. Good responses realised the implications of the question and answered it directly, rather than reciting 'rote learnt' information. Relevant theories were integrated effectively into the analysis without going off on a tangent or providing too much detail which was not related to the question.

- (a) – Full analysis was given of popular culture influencing the factors in the question.
– Three factors were thoroughly discussed.
– Sophisticated understanding of popular culture and its place in society was demonstrated.
- (b) – Thorough understanding of a particular popular culture was apparent.
– Demonstrated the ability to apply the popular culture case study to the question.
– All parts of the question were critically analysed.

Average responses

These responses revealed a good knowledge of popular culture, and the case study, yet failed to achieve a level of analysis that examined all the aspects of the question. Descriptive responses of relevant popular culture concepts were given, without relating and synthesising these into their answer to the question. Social theories of popular culture, if discussed, were described in isolation and are unconnected to the content of the rest of the response.

(a) Candidates:

- gave limited analysis of the popular culture.
- referred to three factors, demonstrated ability to discuss factors, but their responses lacked depth in discussion.
- general explanation was given of factors chosen and some conceptual understanding demonstrated.

(b) – A case study of a popular culture was discussed in limited terms.

- Some application of case study to question was apparent.
- Candidates attempted to answer all parts of the question.

Below Average responses

In these there was a tendency to apply business analysis to the case study provided, rather than using Society and Culture methodology. There was a limited conceptual basis to the answers. A poor choice of case study did not allow effective answers to the full range of the question. Often the question appeared to be incidental to what was written in the answer.

(a) The responses:

- gave no analysis of factors of popular culture.
- did not address the question.
- comprised simplistic discussion with little or no conceptual understanding.

(b) – Limited use of case study was common.

- If a case study was attempted, the candidate was unable to apply the case study to the question.
- These answers demonstrated no conceptual understanding.

3 Unit (Additional)

Section I

Question 1

- (a) *Identify ONE basic human issue you have studied. Critically analyse how TWO of the following relate to the basic human issue that you have identified:*
- *modernisation*
 - *technology*
 - *conflict*
 - *values*
 - *rights and responsibilities.*
- (b) *Explain how a knowledge of social values, interest groups and power helps you understand attitudes to change.*
- (c) *You have been chosen as a member of a committee for the future. The task of the committee is to develop strategies for implementing technological change.*
- Critically analyse ONE methodology you have studied that will assist the committee in the writing of its report.*

Specific Comments

Above Average responses

Good responses are able not only to define terms but also to use them, illustrate them and critically examine them. It is this high level of integration of the knowledge and themes of the course with the specifics of the question that demonstrates both high levels of social awareness and social literacy. Thus, Basic Human Issues were examined and explained as being problematic and two aspects of this were discussed equally, as required by the question, in a fully integrated fashion. Methodologies were addressed not in isolation, but relative to the problem posed in the question. Disadvantages were discussed in this context and not simply presented. The interrelationship between social values, interest groups and power were very apparent in the better answers.

Average responses

Average responses showed that candidates were able to use course terms and concepts but often in a descriptive or 'rote learning' way rather than as a convincing argument. These answers dealt with all or most parts of a question but candidates failed to integrate their knowledge into analysis of the particular question. The essential nature of Basic Human Issues was not well known or examined, with candidates choosing, instead, to examine a wide range of recent or current social problems. Methodologies tended to be discussed at 2 Unit rather than 3 Unit level of awareness and tended to list advantages and disadvantages of the chosen method rather than methodological problems that may be presented by the given problem. The essential interrelationship between social values, interest groups and power was generally minimal, with each concept simply being examined in turn.

Below Average responses

Weaker responses showed a lack of knowledge of terms and themes of the course that are fundamental to its understanding and purpose and are clear in the Syllabus. Without this foundation, answers are short, descriptive and anecdotal, as well as devoid of material to develop. The topic, Basic Human Issues was not understood, neither were the concepts of social values, interest groups or power, let alone their interrelationship. Methodologies chosen were often of 2 Unit standard and were not justified as appropriate in any way to the question. Weaker responses disappointed in that they often failed any basic standard of social literacy.

Question 2

EITHER

- (a) *Our struggle is to make our traditions and community better.*

What do you understand by the concept of tradition?

To what extent is tradition a significant factor in determining social and cultural change? In your answer, refer to the past, the present and the future of the country you have studied.

OR

- (b) *What factors bring about change and what factors contribute to continuity in the country you have studied?*

In your answer, critically examine THREE of the following:

- *modernisation*
- *acculturation*
- *bureaucratisation*
- *democratisation*
- *westernisation*
- *secularisation.*

OR

- (c) (i) *Identify the country you have studied. Name a group that has experienced change due to modernisation.*
- (ii) *Explain the impact of modernisation on this group.*
- (iii) *Explain how this group's experience of change can be interpreted with reference to a theory of change.*

OR

(d) *Identify the country you have studied.*

Change has always been inevitable and all change is progress.

- (i) *Critically analyse this statement with reference to the country you have studied.*
- (ii) *Propose and justify preferable directions and strategies for future change in the country you have studied.*

Above Average responses

Good responses demonstrated a sophisticated understanding of 3 Unit concepts and an ability to acknowledge the complexity of social change and continuity. Theoretical perspectives were coherent and integrated, with the better candidates recognising the debatable nature of theory, especially evident in part (c). The focus was on social and cultural concepts rather than the historical, although when, used well, the historical account provided a good context for continuity and change. In part (a) the historical component was done succinctly in demonstrating tradition as a factor determining continuity. The better candidates made excellent use of contemporary examples as illustration of the types of change and the factors that influence change and continuity. Good responses presented a coherent argument and engaged critically with all parts of the question. In particular, the better candidates who answered (d) presented balanced responses to both parts, with preferable directions and strategies dealt with realistically and appropriately. On the whole, good responses demonstrated high order skills of evaluation and analysis and applied them directly to the question.

Average responses

Average responses tended to deal with all aspects of the question but in a generalised, non-analytical manner. Some presented an imbalanced coverage of all parts of the question, especially in relation to stimulus and/or the future. This year many responses were quite lengthy, but most average responses tended to be descriptive, and often historical in focus, rather than social and cultural. Average responses were not integrated, with many prepared definitions and a tendency to be compartmentalized.

Below Average responses

Weaker responses demonstrated a low level of understanding and often presented prepared answers that failed to address the question. In many of these, significant parts of the question were omitted altogether. On the whole, these responses demonstrated an inadequate understanding of the course concepts and presented poor, stereotyped and often inaccurate examples of continuity and change.

Personal Interest Project

General Comments

The 1999 Personal Interest Projects (PIP) were marked according to the criteria outlined in the syllabus – Assessment and Criteria for Assessment (page 56).

The development of each candidate's PIP should be in accordance with the Syllabus criteria and requirements, and the advice contained within the syllabus. The components of the PIP outlined in the Syllabus should not be confused with the Procedures section of the Syllabus (page 55). The dot points under the Procedures heading are designed to assist in the formation of the PIP topic, and are not meant to be sections presented in the PIP.

Personal Interest Project marking is conducted in a corporate marking operation that establishes standards through a rigorous pilot-marking process. The procedure for marking draws upon the Syllabus to determine the marking criteria upon which each PIP is marked. The criteria provide the basis for the mark sheet and the marking scheme used to determine each candidate's mark. The mark sheet and marking scheme sheets used in the 1999 PIP marking operation are included in this report.

PIP Topic Selection and Development

The topic and its focus must be clearly embedded within the Society and Culture Syllabus. The topic needs to allow the candidate to conduct suitable research and report the findings in an appropriate format. The choice of PIP topic can be a limiting factor to the full development of an appropriate PIP. Candidates need to choose their topic carefully in an area of interest to them and one that is closely related to the course.

Successful PIPs demonstrated a process that led to a strongly focused topic. This process is outlined in the PIP log. Many PIPs adopted the use of a series of key questions as focus, while others explored a hypothesis that was proposed concerning the central ideas of the PIP.

Compulsory Elements

General Comments

Set out in the Syllabus are specific requirements and limits that must be adhered to. These are reflected in the PIP marking sheet above. Each PIP must include the compulsory elements.

Specific Comments

- Extra components such as synopsis, concepts page, multiple introductions and multiple conclusions are not acceptable. They are outside the PIP requirements.
- The Introduction should make clear the main focus of the PIP, showing inclusions and aspects that have been rejected, the methodologies used and the topic's relationship to the Society and Culture course.
- The Log should reflect the process of developing the PIP, rather than the mechanics of what was done and when. It must be a genuine account of the progress of the PIP and how the PIP developed.

Presentation and Organisation

General Comments

Effective communication is an essential aspect of a good PIP. This can take many forms but needs to convey the information to the reader in a succinct manner.

Specific Comments

- The central material must not exceed 4000 words.
- All parts of the PIP should support the main theme or argument or questions.
- Many PIPs were able to present their arguments successfully well within the 4000 word limit due to an effective editing process employed by the candidate to ensure clear communication of relevant material necessary to support the PIP.
- Stronger PIPs displayed a balance between personal experience, research and appropriate theoretical material.
- Stronger PIPs adequately acknowledged all their sources with an appropriate use of footnotes.
- Stronger PIPs displayed a logical sequence in the way they presented their work.
- Better PIPs, rather than merely telling a story, reflected carefully conducted research.
- Appendices were sometimes superfluous. Only items adding to an understanding of the PIP and referred to in the body of the PIP should be included in the appendix.
- The use of elaborate and decorative borders and headings is unnecessary.
- Inappropriate font size, style and type of paper are a distraction.

Supervision

General Comments

Supervising teachers must be aware of the need to develop clear guidelines for their candidates in relation to the requirements of the syllabus and the subsequent certification requirements of the Board of Studies.

Specific Comments

Ethics in social research need to be given careful consideration in respect of duty of care responsibilities, eg candidate contact with the wider community needs to be monitored. When obtaining information via the Internet there can be potential for plagiarism, and the use of information from the Internet needs to be considered critically in order to check for accuracy, relevance and potential bias.

Cross-Cultural Component

General Comments

A cross-cultural component is essential for each PIP. This includes the candidate's recognising viewpoints different from their own and providing a different perspective in the PIP. Many PIPs are inherently cross-cultural, without the candidate's recognising this. Candidates should acknowledge cross-cultural aspects and apply these in their PIPs.

Specific Comments

- Stronger PIPs had a cross-cultural component that was integral to their topic; rather than just an addition.
- Stronger candidates displayed a clear understanding of the nature of their cross-cultural component.

Methodologies

General Comments

Research methodologies need to be clearly understood, analysed and integrated throughout the PIP. The form of methodologies used in the PIP is the choice of the candidate. The methodologies should be suited to the topic and clearly used to demonstrate that the candidate understands the methodologies and their application to the topic. The use of primary and/or secondary methodologies is appropriate.

Specific Comments

- Stronger candidates demonstrated an awareness of the basic processes, strengths and limitations of their methodologies, eg with regard to sample, size and selection, and made critical comments.
- Weaker candidates often merely named their methodologies, eg. questionnaire – without giving a detailed and specific analysis of it. They often displayed misunderstanding by their poor use of terminology.

Social Literacy

General Comments

PIPs should reflect social literacy, namely that candidates are moving beyond their own experience (micro world) and are able to incorporate a broader view (macro-world). Social literacy incorporates many aspects that are directly reflected in the Outcomes of the Syllabus.

Specific:

- Stronger PIPs gathered their material from a wide range of sources, including some of a more theoretical nature.
- Stronger PIPs displayed integration, balance, and an ability and willingness to reflect the questions raised in them.
- Stronger PIPs displayed a genuine use, understanding and integration of Society and Culture concepts.
- Stronger PIPs demonstrated a sense of intellectual and personal involvement throughout the whole process.

Elements of Personal Interest Projects

THE INTRODUCTION (200 Words)

- (i) What is the topic about?
- (ii) A better understanding of society and culture?
- (iii) Inclusions and rejections?

THE LOG (2-3 pages)

- (i) Is it convincing and genuine?
- (ii) Does it account for the sequential development of the project?
- (iii) Does it show critical awareness of methodologies used and problems encountered?

RESOURCES

- (i) Is it accurate, adequately referenced?
- (ii) Is it annotated?
- (iii) Does it show initiative in research?

THE CENTRAL MATERIAL (Must not exceed 4000 words)

Does it:

- (i) have subject matter which is accurate and relevant?
- (ii) show personal experience related to public knowledge?
- (iii) use, with understanding, concepts related to Society & Culture?
- (iv) show discernment in selection of subject matter?
- (v) show analysis of subject matter?
- (vi) show integration of subject matter?
- (vii) have conclusions that follow from what precedes?

THE CONCLUSION (200 words)

- (i) What has the candidate learned about topic/issue/problem?
- (ii) Is there synthesis of PIP experience in relation to Society and Culture?

THE CROSS CULTURAL COMPONENT

Does it:

- (i) show that the candidate understands the cross-cultural dimension?
- (ii) demonstrate a knowledge and understanding of viewpoints other than the candidate's own?
- (iii) show balance in treatment of the cross-cultural component?

THE METHODOLOGICAL CONTENT

- (i) Are the research methods explained and justified?
- (ii) Is there awareness of strengths and weaknesses of research?
- (iii) Is there critical evaluation of procedures/methodologies used?
- (iv) Is there analysis of research material (where appropriate)?
- (v) Are some of the methodologies essential to the Society & Culture course shown, plus any other distinctive procedures?
- (vi) Is there acknowledgment of sources?

DOES THE WORK SHOW QUALITIES OF:

- (i) clarity of purpose/focus/procedures?
- (ii) effective communication of ideas?
- (iii) originality of design/execution/presentation?
- (iv) social literacy?

Marking Guidelines – Personal Interest Project

GRADE	MARK	DESCRIPTORS
A	30	Sophisticated PIP with clearly applied S&C focus.
	29	All compulsory elements comprehensively completed.
	28	Highly socially literate candidate.
	27	Conceptual understanding applied and integrated throughout PIP.
	26	Research understood and applied, with critical analysis of findings and methodologies used.
		Clear cross-cultural understanding and application to topic.
		High level communication and integration skills.
B	25	Well developed topic clearly related to S&C.
	24	All compulsory elements fully completed.
	23	Socially literate candidate, well integrated S&C concepts.
	22	Sound methodologies used - comprehensive social research and sound analysis of findings.
	21	Cross-cultural component well developed.
	20	Good level of communication and integration skills evident.

C	19 18 17 16 [Mean] 15 14 13 12	PIP topic clear, though not fully developed and extended. PIP related to S&C. All compulsory elements completed. Evidence of social literacy. Attempts made at inclusion of S&C concepts – evident though not fully understood. Basic research methodologies applied - some integrated, limited analysis of findings. Cross cultural component not integral to PIP. Reasonable communication and integration skills.
D	11 10 9 8 7 6	PIP lacks direction and focus. Limited relationship to S&C. Most compulsory elements completed, although not well developed. Little evidence of social literacy. Few S&C concepts apparent. Simplistic methodologies with little or no analysis of findings - reporting of findings only. Cross-cultural component limited. Limited communication and integration skills.
E	5 4 3 2 1	PIP limited in scope. Very limited relation to S&C. Compulsory elements not done/poorly done. S&C concepts not included/understood. Very basic methodologies. Cross-cultural component missing/poor. Very simple communication skills.