2006 HSC Notes from the Marking Centre Society and Culture

Contents

2006 HSC NOTES FROM THE MARKING CENTRE
SOCIETY AND CULTURE

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Society and Culture. It provides comments with regard to responses to the 2006 Higher School Certificate examination, providing an overview of candidate performance to outline the relative strengths and weaknesses of the candidature across the examination and the Personal Interest Project. This document should be read in conjunction with the relevant syllabus, the 2006 Higher School Certificate Examination, the marking guidelines and other support documents that have been developed by the Board of Studies to assist in the teaching and learning of Society and Culture.

General comments

In 2006, 3747 candidates submitted a Personal Interest Project and 3719 candidates attempted the Society and Culture examination.

Teachers and candidates should be aware that examiners might ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections should accumulate to a more comprehensive understanding than may be described in each section separately.

Core: Personal Interest Project 2006

General comments

Overall, candidates are completing all components of the PIP with more understanding of methodologies and some are making genuine attempts at meaningful primary research with better concept usage and application. Many candidates were obviously familiar with the Personal Interest Project marking guidelines (available on the BOS website) and were systematic in their presentation of each component in their research project.

Outstanding projects were impressive both in their academic standard of research and approach to their topic, design or execution. These projects provided a rich analysis of the chosen topic with in-depth, sophisticated synthesis of methodological findings. Course concepts were thoroughly integrated throughout and all components clearly aligned with syllabus requirements for the project. However, there were areas where some candidates were less successful in addressing all the requirements of the project and specific advice is given below to assist candidates with particular aspects of their project research.

Features of better Personal Interest Projects

These projects provided clear evidence of an effective research process, integrating primary and/or secondary research findings, writing and editing and synthesising. The end result of this process was a high quality synthesis of the various PIP components into a coherent, well-structured research project. The ideas from the introduction flowed logically and developmentally through the central material and were reflected in the judgements identified in the conclusion.

The log in these projects provided a concise overview of the candidate's research development with reflective analysis of methodologies that also identified potential bias, where appropriate, and critical judgement of their research findings. Good logs were a summary of the sequential development of the final product and not just diarised entries.

Features of weaker Personal Interest Projects

These projects were often limited by the selection of a very broad topic or a topic that proved difficult to research completely over a sustained period. They often dealt with topics without acknowledging bias in research or personal views and sometimes dealt with issues that had ethical considerations that were not addressed. The central material often consisted of summarising information about an issue in a descriptive way, without sufficient judgement of research findings. Many weaker projects also relied heavily on the internet without sufficient acknowledgement of sources. Log entries were often calendar entries that were simplistic overviews of each month rather than a developmental analysis or reflection on the research process and resources were limited and poorly annotated. Weaker projects showed a poor understanding and integration of the cross cultural component.

Specific comments on candidates' choice of topic

The ethics of some research topics need to be carefully considered by teachers and candidates, for example child pornography or suicide. The choice of topic should reflect a Society and Culture course investigation, not a topical narrative on a social issue. Candidates selecting very personal issues on which to base their research were challenged to sufficiently relate these to syllabus content and course concepts. Candidates should carefully read page 45 of the syllabus which advises: *Should a student choose a personal interest project topic or method of research that could be considered unethical or controversial, it may be advisable to discuss the topic selection with the school's principal*. Personal experience is appropriate to the project but should be balanced with substantial public knowledge. Better projects focused on topics which related to the micro world of the candidate. However, the selection of large and unfocused topics limited the ability of candidates to pursue a clear, testable hypothesis. Such projects were often subjective and relied on unsupported generalisations.

Specific comments on the log

The syllabus (see page 46) requires that the log be based on a student's diary, but the actual log submitted needs to be more than a list of events and occurrences. The log should be a statement of reflection; how and why the research took place and the effectiveness of the overall research process. It is also appropriate to include some discussion of the key goals of the research. Logs are often descriptive and superficial and do not reflect the research process or provide an assessment of methodologies.

The log must be no longer than 500 words and should not be a rushed afterthought. The log is generally the first aspect of the project that is marked, but is frequently one of the weakest aspects of many PIPs.

Specific comments on presentation and structure

There are several important aspects to how the project must be presented (see pages 46 to 48 of the syllabus). Projects are to be double-spaced, the candidate's name or the name of their school must never appear in the project and graphs, tables, photographs and diagrams used need to be labelled and discussed. Further, the treatment of aspects of the project such as the cross-cultural component, concepts and methodologies should not be located in separated sections. These should be integrated into the overall text and discussion of the project.

Another significant issue is that many candidates do not sufficiently integrate their ideas. A common problem was that candidates made no clear links between chapters. The ideas and concepts that should be the essential message of a project need to develop and flow in a logical and sustained manner. Candidates should aim to achieve HSC outcome H10, "communicates information, ideas and issues using appropriate written … and graphic forms."

Candidates who rely on 'slabbing', even when acknowledged, bring the credibility of their project into question. The ethics of research and the issue of plagiarism are strong considerations in assessing each project. This is particularly evident with the increased use of the internet as a research tool. When candidates discuss the ideas of others they should try to synthesise these ideas into their own discussions. It is vital to acknowledge the works of others by using referencing (for example, by using the Harvard system). Referencing is still not being applied by the majority of candidates. Also, the annotations for each item in the Resource List need to demonstrate a genuine analysis of the usefulness of each source. Many candidates presented projects or components, such as the log or introduction, that were significantly over-length. The word count is clearly specified, and candidates are disadvantaging themselves if their projects are over the word limit. This also applies to the use of appendices. Any information deemed significant to the project should generally be located within the central material. Such information is more likely to be integrated effectively if it is included in the central material.

Specific comments on methodology

Best practice is to integrate the methodologies used across the central material rather than using a separate chapter for each methodology. Candidates need to make meaningful judgements about the methodologies they have used. It is vitally important to discuss the appropriateness, validity and even the biases which may have occurred in the application of each methodology. Too many candidates did not interpret and analyse the data they collected from primary and secondary sources, and there was uncritical reliance upon internet sources by many candidates.

Better projects demonstrated an understanding of the limitations of particular research methodologies. In relation to particular methodologies, there was a range of candidates who confused content analysis and secondary research. These are distinct methodologies and need to be identified and applied correctly. Many candidates used a questionnaire but did not effectively apply it as they did not analyse the results or evaluate their use of this method of gathering data.

Personal reflection was a very popular aspect of many projects. However, candidates need to be aware that they are assessed on their application of a variety of methodologies and that it is not advisable to rely too heavily on personal reflection, or any other single methodology. Personal reflection should not be interpreted as an opportunity to indulge in a 'personal soapbox'. It is advisable not to attempt too many methodologies. Candidates should select an optimum number and deal with these effectively.

WRITTEN EXAMINATION

Section I – Social and Cultural Continuity and Change

General comments

Candidates generally demonstrated an effective understanding of the key concepts although a number did not appear to understand the concept 'industrialisation', and most showed a sound understanding of the differences between qualitative and quantitative methodologies. A significant number of candidates demonstrated how to apply appropriate research methodologies.

Question 1

Better responses clearly defined fundamental concepts of both 'culture' and 'society'. These responses clearly demonstrated an effective knowledge of the significance of institutions, networks and groups interacting in the definition of society. Better responses selected a linking factor such as religion and used it to show the relationship between the two concepts in both the micro and macro worlds. Better responses demonstrated a clear understanding of how society's institutions formalise culture and how aspects of a candidate's micro world are a reflection of aspects from the macro world.

Weaker responses tended to define society in general terms, using terms like 'group' without referring to specific examples. These responses tended to define the terms 'micro and macro worlds' and give examples without demonstrating the relationship between culture and society.

Question 2

Better responses clearly and precisely distinguished between qualitative and quantitative research, supported by correct examples of methodology. Many displayed a clear understanding of the significance of statistical data and critical analysis in differentiating the two research methods. These responses clearly demonstrated the processes involved in undertaking research by acknowledging the levels at which power and authority exist in schools and by applying appropriate methodologies to research their existence. These responses often referred to ethical considerations and were aware of the need to guard against bias within research.

Weaker answers generalised about quality and scale of research without demonstrating a sound knowledge of the difference in the nature of the two methodologies. When applying a methodology, these responses repeated definitions of the two research methodologies and were very general, simply describing research steps without adequately applying them to the situation in the question.

Question 3

This question proved to be quite challenging for some candidates who did not provide a concise and accurate definition of industrialisation and demonstrated a poor understanding of the social impacts of industrialisation.

Better responses were able to clearly define the concept as a process of change from an agrarian to an industrial society and the resulting impacts on a range of aspects of society. These responses did not limit themselves to economic and environmental impacts but demonstrated a sound knowledge of all the aspects of a society that could be affected by industrialisation.

These responses were able to make clear judgements on the impacts of industrialisation by assessing whether the resulting changes in a variety of aspects of society had brought about progress or not. Better responses addressed both positive and negative impacts and judiciously used focus country studies in making an assessment.

Weaker responses confined the definition of industrialisation to the present increase in technology or focused too heavily on one impact. The assessment of progress was based on one or a limited number of factors, or simply stated positive and negative aspects of industrialisation without attempting to assess whether it had brought about progress in society.

Question 4

(a)   Better responses were able to describe the classic traditional society as being agrarian, subsistence, patriarchal and accepting of long run fatalism. These responses invariably focused upon the central characteristics of the chosen society eg social organisation, networks and systems. Better responses addressed the characteristics of culture re: values, technology, language, art, music and literature.

Weaker responses referred to places that aren't really countries eg Bali, the Amish or New York. The syllabus requires students to stipulate an actual country. Some candidates failed to acknowledge that traditional society is the base from which the process of modernity evolves. Weaker responses mentioned industrialisation, westernisation and modernisation without really demonstrating that they actually understood them.

Some centres utilised inappropriate examples of traditional society eg the influence of trade unions in Australia or race relations in the Deep South of the USA. It is important for candidates to focus on the country under study and not cities or regions.

(b)   Better responses endeavoured to do more than simply describe strategies, they sought to evaluate them in considerable detail. Some examples of strategies that were presented and evaluated included the Cultural Revolution, the Four Modernisations, the Great Leap Forward (China); Doi Moi (Vietnam); changes to the legal system (the dismantling of apartheid in South Africa); educational programs in developing countries; media campaigns organised by governments; private initiatives by philanthropists; foreign aid programs re appropriate technology; the Green Revolution; UN intervention (re peace keeping); health programs; joint programs between foreign corporations and the governments of developing nations; the processes of modernisation, industrialisation, westernisation and colonialism.

More often than not, the better responses integrated an aspect of a theory of modernisation into their analysis of chosen strategies. Indeed, some candidates incorporated "futures methodologies" to make sense of the chosen strategy to predict change eg possible, probable and preferable futures. Better responses also incorporated both positive and negative perspectives of the strategies for social and cultural change in their chosen country. Some of the more common strategies were related to government and private initiatives, the use of internal agencies, the legal system and media campaigns. These usually made judgements about the effectiveness of the strategies for change. Further, these responses usually demonstrated coherent, sustained argument that clearly made a judgement about selected strategies and utilised appropriate concepts and terminology from the syllabus.

Section II – Depth Studies

Question 5: Popular Culture

This depth study was attempted by 2765 candidates of whom 17% answered part (a) and 83% answered part (b).

(a)   Better responses clearly defined institutional power in a context that was both relevant to the nature of popular culture and to the specific examples of individual popular cultures chosen for discussion. These responses made complex connections and judgements of how the four distinguishing characteristics of popular culture are influenced, determined and directed by these institutional powers. Better responses used appropriate examples of institutional powers such as multinational corporations (big business and owners of popular culture), government, religious institutions, family, and lobby groups to support these discussions. These responses integrated concepts, issues and themes that were relevant to the question in relation to the popular culture depth study. They addressed the directive "evaluate" and logically organised their response with a sustained and well supported discussion. Appropriate popular cultures were chosen in the better responses and included genres such as rock 'n' roll and teen movies.

Weaker responses did not clearly define institutional power in relation to popular culture. These responses gave inappropriate and in some cases incorrect examples of institutional powers in relation to popular culture. These responses were largely descriptive and did not make connections between the institutional power's influences over popular culture. These responses did not respond to the directive "evaluate". They did not clearly identify the four distinguishing characteristics or utilise all four in relation to how they are influenced by institutional powers. These responses were generally not well organised and did not use a variety of society and culture concepts or themes.

(b)   Better responses clearly analysed how the concept 'socialisation' is able to determine and create different perceptions of the chosen popular culture by a variety of groups. They analysed socialisation within a popular culture context using appropriate choices of one popular culture to support their discussion. Better responses used appropriate examples of behaviours, values and identities that may be socialised by the chosen popular culture in their discussion of how it may determine a particular perception by some groups. These responses then made valid connections and judgements about why these perceptions by different groups determine acceptance and/or rejection of the chosen popular culture. Stronger responses addressed the directive term "analyse" and presented a sustained logical and well structured discussion of the question. They were also able to consistently integrate appropriate and specific concepts relevant to popular culture and to the outcomes of the Society and Culture course.

Weaker responses did not clearly analyse socialisation in relation to the chosen popular culture. They did not make clear judgements or connections between socialisation, perceptions and acceptance or rejection. Generally these responses tended to give limited examples of socialisation and often misunderstood the concept. They also tended to choose inappropriate examples of popular culture which did not allow for meaningful analysis of how the popular culture socialises behaviours or values, therefore leading to some groups accepting and or rejecting it. Weaker responses tended to use a limited number of course concepts. These responses were generally disorganised and not sustained.

Question 6: Belief Systems

Generally responses demonstrated an effective knowledge of the key concepts for this depth study. Better responses integrated these conceptual understandings, providing detailed analysis of their chosen belief system or the impact of belief systems on groups and persons. Many responses to Question 6 (a) had difficulty with the concept 'worldviews'.

(a)   This question proved to be quite challenging for many students who did not provide a clear and accurate definition of 'worldviews', often misrepresenting it as the belief system they had studied without providing a more detailed dimension of a worldview as an organised and accepted set of ideas that explains our social, cultural, physical and psychological world.

Better responses defined 'worldviews' as a global framework for understanding ideologies or belief systems while many candidates provided a more simplistic definition of worldview as an individual's perception or view of the world, which was often shaped or influenced by their personal belief system.

Better responses made judgements about the extent to which worldviews influence the lives of people and groups and gave relevant examples either from one belief system they had studied or examined a range of belief systems, including both religious and non-religious belief systems. The most common examples of religious belief systems cited were Buddhism, Hinduism and Islam and non-religious belief systems of feminism, consumerism or communism.

Weaker responses provided a general description of their chosen belief system without directly addressing the question. The weakest responses did not refer to a belief system, but to a culture or country instead.

(b)   Most responses successfully demonstrated an understanding of the key concepts of technology and globalisation and linked these concepts to the belief system studied. This question gave candidates the opportunity to provide a detailed analysis of the merits of the impact of technology and globalisation and quality responses used this to weigh up the relative impact of each as forces for continuity and/or change upon the belief system. The detail provided in responses to this question was impressive.

Better responses provided a sophisticated analysis of the relative impact of both technology and globalisation on ONE belief system. These responses clearly and concisely illustrated the dynamic nature of the interactions between technology and globalisation upon their chosen belief system. The best responses provided a sophisticated analysis of the impact of globalisation and technology demonstrating excellent conceptual understanding and explanation.

Weaker responses contained more descriptive explanations of the impact of technology and globalisation, often giving simplistic examples of technology such as air travel for monks. The most common example of technology was reference to information technology and primarily the internet with only a few candidates referring to other forms of technology such as scientific or medical technology. Some responses focused too heavily on providing a descriptive account of the characteristics of their selected belief system without clearly addressing the specifics of the question.

Question 7: Equality and Difference

Better responses consistently integrated appropriate equality and difference concepts and relevant examples. Candidates were also able to draw upon wider syllabus related themes to support their assessment and explanation. Better responses also featured effective consideration of the rubric.

(a)   The majority of responses used Indigenous Australians as their focus. Other responses focused on social groups determined by gender, religion and belief systems, disability, ethnicity and sexuality.

Better responses clearly stated the meanings of 'prejudice' and 'discrimination' and demonstrated a clear understanding of their roles in Australian society. They included sound judgements about the extent to which historical, political and legal forces contributed to social inequality in Australian society and supported their judgements with relevant examples, citing accurate and current statistical data. These responses demonstrated a sophisticated understanding of the relevant course concepts, which were effectively integrated and made evident the nature of equality and difference. The best responses were able to effectively draw out the complex relationships between historical, political and legal forces and the extent to which prejudice and discrimination in Australian society have been perpetuated or reduced.

Weaker responses could not define prejudice and discrimination and tended not to differentiate between them. These responses tended to provide a limited outline of the way in which historical, political and/or legal forces contributed to prejudice and discrimination in Australian society. They relied mainly on generalized historical descriptions of prejudice and discrimination in relation to social groups, particularly Indigenous Australians. Weaker responses simply described limited examples of inequality and/or its impact and/or consequences in a simplistic way, using few or no relevant course concepts.

(b)   The majority of responses focused on Australian society, using a range of social groups determined by race, ethnicity, gender, location, sexuality, health, religion and belief systems and social class. Responses also drew on their knowledge of equality and difference in a range of social groups in other societies such as Indonesia, America, India, China as well as Australia. Responses were not expected to give equal treatment to identity and socioeconomic status but the best responses were able to provide a range of examples illustrating how both of these concepts influenced social differentiation in the society chosen.

Better responses supported their analysis with relevant examples, citing accurate and current statistical data to highlight the link between identity, socioeconomic status and social differentiation. The better responses effectively demonstrated a clear understanding of how both identity and socioeconomic status influenced social differentiation in one society. They demonstrated a sophisticated understanding of the relevant course concepts and were able to integrate them effectively in presenting a logical, sustained and well-structured response.

Weaker responses demonstrated a lack of understanding of the concept of identity and its link to social differentiation. These responses tended to simply describe the impact of identity or socioeconomic status on a social group. The examples selected were often simplistic, generalised and stereotypical and were not used effectively to make clear the influence of identity and socioeconomic status on social differentiation in the society chosen.

Question 8: Work and Leisure

This depth study was attempted by 1178 candidates of whom 26% attempted part (a) and 74% attempted part (b).

(a)   Better responses understood the requirements of the term "evaluate". Clear meanings were given for both 'alienation' and 'conflict' which were understood in relationship to the work and leisure depth study. The relationship between conflict and alienation and the effect that changing patterns of work and leisure had on alienation and conflict were well demonstrated. This understanding was illustrated with the use of quality examples and statistics, many taken from secondary sources which were referenced. Better responses also displayed considerable depth of knowledge. Sound judgements were made about the extent to which changing work and leisure patterns influenced conflict and alienation in society. The responses in this category were highly conceptual and utilised not only basic course concepts but also key concepts from the Work and Leisure depth study. Ideas such as the contemporary work ethic, active/passive leisure, unemployment, casualisation of the work force, socioeconomic status, gender, and technology and conflict theory were introduced to strengthen the evaluation. These responses were logical and sustained, and clearly analysed the relationships within and between social and cultural groups. They demonstrated a high level of social and cultural literacy.

Weaker responses were highly descriptive and anecdotal. They did not demonstrate an understanding of conflict and alienation or draw out their relationship to each other and how they are affected by changing patterns of work and leisure in society. Some important ideas such as gender, technology, vested interest groups, power, authority and personal identity were mentioned, but no connection was made to conflict and alienation while the influence of changing patterns of work and leisure was not developed. These responses did not use enough specific evidence to support their statements. Too many unsubstantiated generalisations were made with limited judgement.

(b)   Better responses clearly understood the meaning of the verb "analyse". They drew out components of class and status and the relationship between them and related implications for at least one society which was explicitly named. These responses demonstrated in a logical and sustained manner a clear understanding of class and status and examined in detail their influence on work and leisure in at least one society. A range of relevant course concepts and language was integrated into responses to identify clearly the influence of class and status on work and leisure in at least one society which was specifically named. Specific and relevant examples were used to support lines of thought. Ideas such as power, gender, authority, socioeconomic background, self identity, function and structure of work and leisure and unemployment were examined in order to analyse relationships within or between social and cultural groups.

Weaker responses found it difficult to examine how class and status influence work and leisure in at least one society which they explicitly named. Generally they were descriptive. The impact of class and status on work and leisure were either outlined or simply mentioned

with very few relevant examples to support a line of thought. Ideas such as casualisation, gender inequities, unemployment, job sharing, outsourcing, technology, globalisation and government policies were often not addressed in relation to the question and when they were, the examples used to support their analysis were limited and generalised. There was limited use and understanding of relevant course concepts and language. Responses were generally poorly organised, repetitive and anecdotal.

Society and Culture
2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Social and Cultural Continuity and Change Part A			
1 (a)	2	Concepts – society culture	H1, H7
1 (b)	4	Relationship/micro and macro worlds	H1, H7
2 (a)	2	Methodologies	H6, H7, H8
2 (b)	4	Methodologies	H6, H7, H8
3	6	Industrialisation/progress	H4, H5, H7, H10
Section I — Social and Cultural Continuity and Change Part B			
4 (a)	4	Traditional society	H1, H3, H5
4 (b)	8	Strategies for change	H1, H4, H7, H8
Section II — Depth Studies			
5 (a)	20	Nature of popular culture	H2, H3, H4, H5, H7, H10
5 (b)	20	Focus study – popular culture	H2, H3, H4, H5, H7, H10
6 (a)	20	Nature of belief systems	H2, H3, H4, H5, H7, H10
6 (b)	20	Focus study – belief systems	H2, H3, H4, H5, H7, H10
7 (a)	20	Nature of equality – difference	H2, H3, H4, H5, H7, H10
7 (b)	20	Focus study – equality and difference	H2, H3, H4, H5, H7, H10
8 (a)	20	Nature of work and leisure	H2, H3, H4, H5, H7, H10
8 (b)	20	Focus study – work and leisure	H2, H3, H4, H5, H7, H10

BOARD OF STUDIES
NEW SOUTH WALES

2006 HSC Society and Culture Marking Guidelines

Section I — Social and Cultural Continuity and Change
Part A

Question 1 (a)

Outcomes assessed: H1, H7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of both concepts	2
• Demonstrates a clear understanding of one concept OR • Some understanding of both concepts	1

Question 1 (b)

Outcomes assessed: H1, H7

MARKING GUIDELINES

Criteria	Marks
• Makes the relationship between culture and society clearly evident using relevant examples from the micro and macro world	4
• Recognises the relationship between culture and society identifying links and using some relevant examples from the micro and macro world	3
• Attempts to relate culture and society using some examples from the micro and/or macro world	2
• Provides some information about culture and society	1

Question 2 (a)

Outcomes assessed: H6, H7, H8

MARKING GUIDELINES

Criteria	Marks
• Clearly states differences between quantitative and qualitative research	2
• Provides a clear understanding of quantitative or qualitative research OR • Provides some understanding of both quantitative and qualitative research	1

Question 2 (b)

Outcomes assessed: H6, H7, H8

MARKING GUIDELINES

Criteria	Marks
• Clearly shows how either quantitative or qualitative research could be used effectively in this situation	4
• Shows in general terms how either quantitative or qualitative research could be used in this situation	3
• Attempts to show how either quantitative or qualitative research could be used in this situation	2
• Mentions quantitative or qualitative research	1

Question 3

Outcomes assessed: H4, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Provides a clear understanding of industrialisation • Makes a valid judgement about the impact of industrialisation on progress • Considers both positive and negative impacts	5–6
• Provides some understanding of industrialisation • Makes a judgement about the impact of industrialisation on progress • Considers positive and/or negative impacts	4
• Provides a limited understanding of industrialisation • Describes the impact of industrialisation on progress • Outlines positive and/or negative impacts	3
• Identifies some aspects of industrialisation • Mentions positive and/or negative impacts of industrialisation	2
• Identifies an aspect of industrialisation and/or progress	1

Question 4 (a)

Outcomes assessed: H1, H3, H5

MARKING GUIDELINES

Criteria	Marks
• Clearly provides the characteristics and features of the traditional society and culture in the country of study	4
• States some characteristics and features of the traditional society and/or culture in the country of study	2–3
• Identifies at least one aspect of the traditional society and/or culture in the country of study	1

Section I — Social and Cultural Continuity and Change
Part B

Question 4 (b)

Outcomes assessed: H1, H4, H7, H8

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of strategies for change in one of the features in the selected country • Makes a valid judgement about the strategies for change • Presents a coherent and sustained response	7–8
• Demonstrates some understanding of strategies for change in one of the features in the selected country • Makes a judgement about the strategies for change • Presents a coherent response	5–6
• Outlines at least one strategy for change and/or describes change in one feature in the selected country • Provides a limited judgement of the strategy/ies outlined or description of change	3–4
• Mentions change in the selected country and/or attempts a judgement about change	1–2

Section II — Depth Studies

Question 5 (a)

Outcomes assessed: H2, H3, H4, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Clearly states the meaning of the concept of institutional power and demonstrates a clear understanding of the role of institutional power in popular culture • Makes a sound judgement about the extent to which institutional power influences the distinguishing characteristics of popular culture, supported by specific examples where appropriate • Integrates the specified concept as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response	17–20
• States the meaning of the concept of institutional power and demonstrates an understanding of the role of institutional power in popular culture • Makes a judgement about the extent to which institutional power influences the distinguishing characteristics of popular culture, supported by some specific examples where appropriate • Uses the specified concept as well as other appropriate course concepts and language • Presents a sustained and well-organised response	13–16
• States the meaning of the concept of institutional power and demonstrates some understanding of the role of institutional power in popular culture • Attempts to make a judgement about the extent to which institutional power influences the distinguishing characteristics of popular culture, supported by some examples where appropriate • Uses the specified concept and some other course concepts and language • Presents an organised response	9–12
• Attempts to define the concept of institutional power • Outlines how institutional power influences the distinguishing characteristics of popular culture. May use some examples • Uses some course concepts and language • Presents a simple description	5–8
• Mentions the concept of institutional power and/or other concepts • Gives a limited description of popular culture	1–4

Question 5 (b)

Outcomes assessed: H2, H3, H4, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of socialisation and different perceptions in relation to one popular culture, and examines in detail their influence on both its acceptance and rejection • Integrates a range of appropriate course concepts and language to identify clearly the influence of socialisation and different perceptions of one popular culture on both its acceptance and rejection, supported by specific examples where appropriate • Presents a sustained, logical and well-structured response	17–20
• Demonstrates an understanding of socialisation and different perceptions in relation to one popular culture, and examines their influence on both its acceptance and rejection • Uses appropriate course concepts and language to identify the influence of socialisation and different perceptions in relation to one popular culture, and identifies their influence on both its acceptance and rejection, supported by some examples • Presents a sustained and well-organised response	13–16
• Demonstrates an understanding of socialisation and different perceptions in relation to one popular culture, and explains some influences on both its acceptance and rejection • Uses some course concepts and language to describe the influence of socialisation and different perceptions in relation to one popular culture, and identifies some influences on both its acceptance and rejection; may use examples • Presents an organised response	9–12
• Outlines how socialisation and/or different perceptions affect the acceptance and/or rejection of one popular culture • Uses some course concepts and language • Presents a simple description	5–8
• Mentions socialisation and/or different perceptions and/or provides a general understanding of popular culture • Uses a limited number of course concepts	1–4

Question 6 (a)

Outcomes assessed: H2, H3, H4, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Clearly states the meaning of the concept of worldviews and demonstrates a clear understanding of worldviews in society • Makes a sound judgement about the extent to which worldviews influence the lives of persons and groups in society, supported by specific examples where appropriate. The nature of belief systems is evident throughout • Integrates the specified concept as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response	17–20
• States the meaning of the concept of worldviews and demonstrates an understanding of worldviews in society • Makes a judgement about the extent to which worldviews influence the lives of persons and groups in society, supported by some specific examples where appropriate. Demonstrates an understanding of the nature of belief systems • Uses the specified concept as well as other appropriate course concepts and language • Presents a sustained, and well-organised response	13–16
• States the meaning of the concept of worldviews and demonstrates some understanding of worldviews in society • Attempts to make a judgement about the extent to which worldviews influence the lives of persons and groups in society, supported by some examples where appropriate. Refers to the nature of belief systems • Uses the specified concept and some other course concepts and language • Presents an organised response	9–12
• Attempts to define the concept of worldviews • Outlines how worldviews influence the lives of persons and groups in society. May use some examples. Makes limited reference to the nature of belief systems • Uses some course concepts and language • Presents a simple description	5–8
• Mentions the concept of worldviews and/or other concepts • Gives a limited description of belief systems	1–4

Question 6 (b)

Outcomes assessed: H2, H3, H4, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of technology and globalisation, and examines in detail their impacts on one belief system • Integrates a range of appropriate course concepts and language to identify clearly the impact of technology and globalisation on one belief system, supported by specific examples where appropriate • Presents a sustained, logical and well-structured response	17–20
• Demonstrates an understanding of technology and globalisation, and examines their impacts on one belief system • Uses a range of appropriate course concepts and language to identify the impact of technology and globalisation on one belief system, supported by some examples • Presents a sustained and well-organised response	13–16
• Demonstrates an understanding of technology and globalisation, and examines aspects of their impacts on one belief system • Uses some course concepts and language to describe the impact of technology and globalisation on one belief system; may use examples • Presents an organised response	9–12
• Outlines how technology and/or globalisation may affect one belief system • Uses some course concepts and language; may use some examples • Presents a simple description	5–8
• Mentions technology and/or globalisation and/or provides a general understanding of a belief system • Uses a limited number of course concepts	1–4

Question 7 (a)

Outcomes assessed: H2, H3, H4, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Clearly states the meanings of the concepts of prejudice and discrimination and demonstrates a clear understanding of their roles in Australian society • Makes a sound judgement about the extent to which historical, political and legal forces contribute to prejudice and discrimination in Australian society, supported by specific examples where appropriate. The nature of equality and difference is evident throughout • Integrates the specified concepts and other relevant course concepts and language • Presents a sustained, logical and well-structured response	17–20
• States the meanings of the concepts of prejudice and discrimination and demonstrates an understanding of their roles in Australian society • Makes a judgement about the extent to which historical, political and legal forces contribute to prejudice and discrimination in Australian society, supported by some specific examples where appropriate. The nature of equality and difference is evident • Uses the specified concepts and other relevant course concepts and language • Presents a sustained, and well-organised response	13–16
• Demonstrates some understanding of the roles of prejudice and discrimination in Australian society • Attempts to make a judgement about the extent to which historical, political and legal forces contribute to prejudice and discrimination in Australian society, supported by some examples where appropriate. Some aspects of the nature of equality and difference are evident • Uses the specified concepts and some other course concepts and language • Presents an organised response	9–12
• Attempts to define the concept of prejudice and/or discrimination • Outlines how one or more of the forces contribute to prejudice and discrimination in Australian society. May use some examples. Limited aspects of the nature of equality and difference are evident • Uses some course concepts and language • Presents a simple description	5–8
• Mentions the concept of prejudice and/or discrimination and/or other concepts • Gives a limited description of equality and difference	1–4

Question 7 (b)

Outcomes assessed: H2, H3, H4, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of identity and socioeconomic status, and examines in detail their influence on social differentiation in one society • Integrates a range of appropriate course concepts and language to identify clearly the influence of identity and socioeconomic status on social differentiation in one society, using specific examples where appropriate • Presents a sustained, logical and well-structured response	17–20
• Demonstrates an understanding of identity and socioeconomic status, and examines their influence on social differentiation in one society • Uses appropriate course concepts and language to identify the influence of identity and socioeconomic status on social differentiation in one society using examples where appropriate • Presents a sustained and well-organised response	13–16
• Demonstrates an understanding of identity and socioeconomic status, and explains aspects of their influence on social differentiation in one society • Uses some course concepts and language to describe the influence of identity and socioeconomic status on social differentiation in one society; may use examples • Presents an organised response	9–12
• Outlines how identity and/or socioeconomic status may affect social differentiation in one society • Uses some course concepts and language • Presents a simple description	5–8
• Mentions identity and/or socioeconomic status and/or other concepts • Gives a limited description of equality and difference	1–4

Question 8 (a)

Outcomes assessed: H2, H3, H4, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Clearly states the meanings of the concepts of alienation and conflict and demonstrates a clear understanding of their relationship • Makes a sound judgement about the extent to which changing patterns of work and leisure influence alienation and conflict in society, supported by specific examples where appropriate • Integrates the specified concepts as well as a range of other appropriate course concepts and language • Presents a sustained, logical and well-structured response	17–20
• States the meanings of the concepts of alienation and conflict and demonstrates an understanding of their relationship • Makes a judgement about the extent to which changing patterns of work and leisure influence alienation and conflict in society, supported by some specific examples where appropriate • Uses the specified concepts as well as other appropriate course concepts and language • Presents a sustained, and well-organised response	13–16
• States the meanings of the concepts of alienation and conflict and demonstrates some understanding of their relationship • Attempts to make a judgement about the extent to which changing patterns of work and/or leisure influence alienation and conflict in society, supported by some examples where appropriate • Uses the specified concepts and some other course concepts and language • Presents an organised response	9–12
• Attempts to define the concepts of alienation and/or conflict • Outlines how changing patterns of work and/or leisure influence alienation and/or conflict in society. May use some examples • Uses some course concepts and language • Presents a simple description	5–8
• Mentions the concept of alienation and/or conflict and/or other concepts • Gives a limited description of work and leisure	1–4

Question 8 (b)

Outcomes assessed: H2, H3, H4, H5, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of class and status, and examines in detail their influence on work and leisure in at least one society • Integrates a range of appropriate course concepts and language to identify clearly the influence of class and status on work and leisure in at least one society, supported by specific examples where appropriate • Presents a sustained, logical and well-structured response	17–20
• Demonstrates an understanding of class and status, and examines their influence on work and leisure in at least one society • Uses appropriate course concepts and language to identify the influence of class and status on work and leisure in at least one society, supported by some examples • Presents a sustained and well-organised response	13–16
• Demonstrates an understanding of class and status, and explains some influences on work and/or leisure in at least one society • Uses some course concepts and language to describe the influence of class and status on work and leisure in at least one society; may use examples • Presents an organised response	9–12
• Outlines how class and/or status affect work and/or leisure in at least one society • Uses some course concepts and language • Presents a simple description	5–8
• Mentions class and/or status and/or provides a general understanding of work and leisure • Uses a limited number of course concepts	1–4