2007 HSC Notes from the Marking Centre Society and Culture

Contents

2007 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 contains comments on candidate responses to the 2007 Higher School Certificate examination, providing an overview of candidate performance while outlining the relative strengths and weaknesses of the candidature in the written examination and the Personal Interest Project (PIP).

This document should be read in conjunction with the relevant syllabus, the 2007 Higher School Certificate examination, the 2007 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

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 the knowledge, understanding and skills they 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 might be described in each section separately.

Personal Interest Project

General comments

Many candidates were obviously familiar with the PIP marking guidelines (available on the BOS website) and were systematic in their presentation of each component in their research project.

Outstanding projects were impressive in their academic standard of research and often in the uniqueness of topic, design or execution. These projects provided a rich analysis of the chosen topic with an 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 candidates were less successful in addressing all the requirements of the project. Candidates are reminded that each personal interest project is to be a topic of the student's own choice, be related to the course, develop appropriate methodologies, and include a cross-cultural perspective.

Better projects provided clear evidence of an effective research process, integrating both primary and secondary research findings, appropriate writing, editing and synthesis. 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 judgments identified in the conclusion. The log of the project provided a concise overview of the candidate's research development with a reflective analysis of methodologies that also identified potential bias, where appropriate, and critical judgment of their research findings. A good log is a summary of the sequential development of the final product and not just diarised entries.

Weaker projects were often limited by the selection of a very broad topic or a topic that proved difficult to research over a sustained period. These projects often dealt with topics without acknowledging bias in research or personal views and sometimes dealt with issues that had ethical considerations which were not addressed. The central material often consisted of summarising material from secondary sources about an issue, without sufficient judgment regarding research findings and was very descriptive. Many weaker projects also relied overly on the internet without sufficient acknowledgement of sources. Carrying out 'surveys off the net' does not constitute primary research and there is a trend towards using the internet as the main source of secondary research. 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.

Candidates' choice of topic

The ethics of some research topics need to be carefully considered by teachers and candidates. Candidates should carefully read page 45 of the syllabus: *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.* 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. Personal experience is appropriate to the project but should be balanced with substantial public knowledge. However, there were still many candidates who selected large and unfocused topics, with an overemphasis on topics related to adolescence. This limited candidates' options to pursue a clear, testable hypothesis. Such projects were often subjective and relied on unsupported generalisations.

The log

The log should be based on the student's diary, but the submitted log needs to be more than a list of events and occurrences. It 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.

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

Presentation and structure

There are several important aspects to the presentation of the project (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 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 is that candidates make 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.

The ethics of research and the issue of plagiarism are strong considerations in assessing each project. This is particularly important 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. Greater acknowledgement of sources is needed in the annotated bibliography. 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 introduction or log that were significantly over the word limit. 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. By including such information in the central material there is greater potential for it to be more effectively integrated.

Methodology

Best practice is to integrate the methodologies used throughout the central material. A separate chapter for each methodology used is not an ideal model. It is vitally important to discuss the appropriateness, validity and possible biases 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 the methodology of questionnaire, but did not effectively apply it as they did not analyse the results or evaluate their use of this method of gathering data. Quantitative methodologies are more effective when reported visually, for example as graphs, tables or pie-charts, as well as being referred to in the central material. 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 overly rely on personal reflection, or any other single methodology. Personal reflection should not be interpreted as an opportunity to indulge in personal unsubstantiated viewpoints. It is advisable not to attempt too many methodologies. Candidates should select an optimal number and deal with these effectively.

Written Examination

Section I – Social and Cultural Continuity and Change

General comments

Responses generally demonstrated an effective understanding of the key concepts and an awareness of the interrelationships between fundamental concepts. A significant number of responses demonstrated a sound understanding of survey methodology and of the factors to consider when applying a research methodology.

Question 1

Better responses clearly defined the fundamental concepts of both 'persons' and 'society'. These responses clearly demonstrated an effective knowledge of the significance of the interaction of institutions, networks and groups in the definition of society. Better responses addressed the two-way nature of the interactions between 'persons' and 'society', explaining the outcome of the interactions by correctly integrating appropriate concepts or using appropriate examples.

Weaker responses tended to confuse 'society' with 'culture' or 'environment', without recognising the importance of interaction in the definition. These responses tended to explain interaction as a one directional flow between persons and society, not detailing the outcomes of the interactions on both persons and society.

Question 2

Better responses clearly and precisely distinguished between the methodologies of 'survey 'and 'case study' supporting their response with appropriate examples. These responses succinctly identified the key features of each methodology to clarify the difference between them. Many displayed a clear understanding of the significance of qualitative and quantitative data in differentiating the two research methodologies. These responses clearly justified the application of the selected methodology to the scenario given, integrating appropriate concepts or questions to be considered in order to investigate decision-making in families.

Weaker responses confused the use of 'case studies', a method of secondary research using published material, with the primary methodology of 'case study', where they carried out the research themselves. Weaker responses were generalised, often only detailing the advantages and disadvantages of the methodology without applying it to the scenario given. When attempting to apply a methodology, these responses repeated definitions without adequately applying them to the issue to be investigated.

Question 3

Many responses did not name a valid social change theory and did not assess its strengths and weaknesses in explaining change and continuity. Although a majority of responses demonstrated that the concepts of change and continuity are well understood, a significant number did not select a valid social change theory.

Better responses selected an appropriate social change theory and demonstrated a clear understanding of the ability of the theory to explain, or not explain, continuity and change, often referring to specific examples in a society. These responses appreciated that the question did not require a detailed coverage of the theory but an assessment of the theory's ability to explain change

and continuity in society. Thus, these responses were able to make clear judgements about the strengths and weaknesses of the theory.

Weaker responses confused the strength and weakness of the theory with the advantage and disadvantage for the society of change or continuity, although they were still able to make an assessment of the theory's ability to explain change and continuity. Other weak responses used social change in general or inappropriate theories of personal development to attempt to answer the question.

Question 4

(a) Better responses demonstrated a clear understanding of the features of both power and authority and made connections as to how power and authority were evident in the chosen country of study. These responses focused on the distinctive differences between power and authority while acknowledging they were intrinsically linked.

Weaker responses made references to either power and/or authority in a more general way without making references to their chosen country. These responses used examples of personal power and referred to examples such as 'bullying' for power and 'police' for authority without a clear understanding of the differences. Weaker responses sometimes tended to misuse the characteristics of both concepts interchangeably which were effectively incorrect as a response to the question.

Weaker responses tended to use some of the four concepts mentioned in the question but did not clearly identify how continuity and change in both power and authority influenced the chosen feature. These responses tended to use examples of continuity and/or change in their chosen countries that were not relevant, or alternatively not linked to the concepts of power and authority. Some weaker responses tended not to choose a country, but instead focused on a belief system such as Islam or a region such as Bali and Tibet.

(b) Better responses made clear and sustained judgments on how continuities and changes in power and authority have influenced the identified feature within the chosen country. These responses effectively used all four of the concepts mentioned in the question and made meaningful connections between them. They had an extensive range of judgements that were supported with appropriate examples from their chosen feature to highlight their evaluations.

Better responses identified why and how power and authority structures influenced the chosen feature in one country. They made judgments as to how changes to either power or authority structures brought about substantial changes in the chosen feature of the country. Better responses tended to be more coherent and sustained showing an ability to draw sound judgments and using clear examples to highlight these judgments. These responses demonstrated an understanding of the chosen area in the context of the question and focused solely on it.

Section II – Depth Studies

Question 5: Popular Culture

(a)   Better responses clearly identified the major stakeholders of their popular culture case study and then analysed the roles of those stakeholders, particularly in terms of their conflict over control of the popular culture. These responses focused their analysis on appropriate stakeholders and emphasised the tension between the interests of grassroots, local consumers of the popular culture and the appropriation of that popular culture by corporate owners and producers. Better responses integrated other course concepts, issues and themes which were relevant to the question. These candidates addressed the directive term 'analyse' and logically organised and sustained their response.

Weaker responses did not clearly identify the stakeholders of a popular culture, sometimes misunderstanding the concept as 'shareholders'. Others gave a description of some stakeholders without analysing them in relation to control of the popular culture. Weaker responses also often resorted to descriptions of the history of their chosen popular culture. These responses did not provide an analysis. They used case study examples in terms of the growth in sales, popularity or general success of their chosen popular culture, without being able to analyse the nature of that popular culture and its social significance. The choice of popular culture used, particularly those identified as a product or business, contributed to this limited use of case study material. These responses were generally not well organised and did not use a variety of Society and Culture concepts or themes.

(b)   Better responses clearly outlined the concept 'globalisation', with an awareness of its complex nature. They then made a range of judgements in assessing the impact of globalisation on the distinguishing characteristics of popular culture. Better responses not only assessed the impact of globalisation on popular cultures themselves, but also assessed the impact of globalised popular cultures upon various groups, cultures or societies. They used appropriate case study examples, often referring to more than one area of popular culture. Stronger responses addressed the directive term 'assess' and presented a sustained, logical and well-structured response, using various course concepts and themes relevant to the question.

Weaker responses did not clearly outline the complex nature of globalisation. While some did not refer to the four characteristics of popular culture from the syllabus, others listed them and described historical detail from their case study without an assessment of the impact of globalisation upon them. Weaker responses tended to limit their discussion to the success and growth of their chosen case study rather than to broader social issues of that popular culture's role in society. They used a limited number of course concepts and were generally not well structured or sustained.

Question 6: Belief Systems

Generally, responses demonstrated an effective knowledge of belief systems. However, many responses to Question 6 (b) had difficulty with the concept 'ideology'.

(a)   Most responses demonstrated an understanding of the key concepts of hierarchy and power and change and resistance to change. In better responses, candidates demonstrated knowledge of their chosen belief system and linked this knowledge and understanding to change and resistance to change within the belief system. This question gave candidates the opportunity to provide a detailed analysis of hierarchy and power within their chosen belief system and

quality responses used this to weigh up the relative impact of each as forces for change and resistance to change. Better responses drew on course concepts relevant to the Belief Systems depth study and supported their responses with appropriate and relevant examples that drew on both personal experience and public knowledge through reference to film, documentary, visits to religious sites and interviews with representatives of belief systems. The best responses provided a sophisticated analysis of the impact of hierarchy and power on change and resistance to change on both the micro and macro world demonstrating excellent conceptual understanding and explanation.

Weaker responses contained more descriptive explanations of hierarchy and power, giving simplistic examples of change and resistance to change. These responses often provided a descriptive account of the characteristics of their selected belief system without clearly addressing the question. Some belief systems were described simplistically and lacked the depth of information required to analyse the impact of power and hierarchy on change and resistance to change within the belief system. The weakest responses provided an anecdotal account of a belief system with statements about power or change and resistance to change which lacked social and cultural literacy.

(b)   Many responses displayed a lack of understanding of the concept of 'ideology'.

In better responses, candidates were able to demonstrate the depth of their knowledge of belief systems, both religious and non-religious, and explored the nature and role of ideology in influencing acceptance or rejection of belief systems. These responses made sound judgements about the extent to which ideology influences the acceptance and rejection of belief systems by people and groups and gave relevant examples from one belief system or a range of belief systems, including both religious and non-religious belief systems. Better responses integrated course concepts and language relevant to the Belief Systems depth study in a sustained and well-organised response to the question.

Weaker responses provided a general, often historical, description of their chosen belief system without directly addressing the question. Selection of some belief systems restricted the depth of information required to provide a judgement about the extent to which ideology influenced acceptance and rejection of belief systems. Weaker responses were not sustained responses and presented a simple description of belief systems. The weakest responses did not refer to a belief system, but to a culture or country instead.

Question 7: Equality and Difference

Better responses consistently integrated appropriate equality and difference concepts and relevant examples. They also drew on wider syllabus-related themes to support their outline, assessment and analysis. Better responses also featured effective consideration of the rubric.

(a)   Most responses referred to 'race' and ethnicity as the focus area. Other responses referred to social groups determined by gender, sexuality, ethnicity, disability and religion and belief systems in Australia and in other societies.

Better responses clearly indicated the main features of the concept of 'discrimination', They demonstrated an awareness of the difference between prejudice and discrimination and an understanding that discrimination can be both positive and negative. These responses included sound judgement about the roles of individuals and groups in reducing discrimination, supported by specific examples of individual and group initiatives to reduce discrimination,

including aspects of legislation, affirmative action, welfare programs and community initiatives. They demonstrated a sophisticated understanding of the relevant course concepts, which were effectively integrated. They clearly showed the relationships within and between social and cultural groups, referring to historical and contemporary measures and effects of reducing discrimination. The best responses demonstrated awareness that individual and group initiatives to reduce discrimination can be problematic.

Weaker responses attempted to state the meaning of the concept of 'discrimination' and tended to provide descriptions of the results of discrimination experienced by social groups. Weaker responses provided limited outlines of the ways in which individuals or groups have or may reduce discrimination, using some generalised historical and anecdotal examples. These responses used few or no relevant course concepts.

(b)   The majority of responses referred to the perception of groups determined by 'race' and ethnicity. Responses were not expected to give equal consideration to conflict and cooperation but the best responses were able to provide a range of specific examples illustrating the nature of conflict and cooperation resulting from both negative and positive perceptions of groups by other groups within the selected society.

Better responses clearly identified the relationship between perception of groups and the resulting practices, as well as the diversity of opinions within groups. These responses were well supported by specific examples, drawn from personal experience and public knowledge, where appropriate. They demonstrated a clear understanding of the role of the media, stereotyping and ethnocentricity in generating perceptions. 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 indicated the main features of the link between perception of groups and conflict within society, demonstrating very limited understanding of how perception of groups may lead to cooperation. These responses tended to simply outline the impact of perception of the treatment of a social group, using examples which were often simplistic, generalised and stereotypical.

Question 8: Work and Leisure

(a)   In better responses, candidates were able to demonstrate their depth of knowledge and were able to infuse their responses with relevant and appropriate examples and concepts as well as using theories and futures methodologies. Better responses understood the requirements of the term 'analyse', clearly identifying the implications of changes in both work and leisure for the possible future patterns of work and leisure in their nominated society. The relative impact of change on different social and cultural groups was effectively explored with the use of quality examples and statistics taken from authoritative sources that were referenced. The impact of technology was clearly and cogently analysed as it pertained to both work and leisure. Concepts related to the Work and Leisure depth study were used to strengthen the analysis and support future scenarios. Sound judgements were made about the implications for change on possible future patterns of work and leisure. These responses were logical and sustained and demonstrated a high level of social and cultural literacy.

Weaker responses were highly descriptive and tended to make broad generalisations about change without providing supporting evidence for their statements. Some very literate responses described contemporary work and leisure patterns without analysing possible future

patterns of work and leisure. The future was treated in a very generalised way and in some instances only implicitly. Some responses did not draw out the impact of change within and between different social and cultural groups such as gender. Weaker responses did not integrate concepts relevant to this depth study in enough detail and tended to provide a limited or simple description of work and leisure.

(b)   In better responses candidates were able to demonstrate a clear understanding of gender as a social construct and clearly enunciated the role of society in the creation of gender roles. They presented a coherent argument to demonstrate the continuities and changes that have impacted on gender and made relevant linkages to the effect of these on work and leisure aspirations and opportunities. Some candidates used a foreign culture to exemplify gender roles and their impact on work and leisure aspirations and opportunities. Better responses examined how variables such as class, education, location, status and customs affected aspirations and opportunities of gender groups both positively and negatively. Both the impact of technology and government policy were used effectively to analyse the effect on gender. Better responses demonstrated in a logical and sustained manner the relationships between social and cultural groups and employed a range of relevant course concepts to support their lines of thought.

Society and Culture

2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Social and Cultural Continuity and Change **Part A**			
1 (a)	2	Fundamental Concepts	H1, H7
1 (b)	4	Fundamental Concepts	H1, H7
2 (a)	2	The Nature of Social and Cultural Research Methodologies	H6, H7
2 (b)	4	The Nature of Social and Cultural Research Methodologies	H6, H7, H8
3	6	The Nature of Social and Cultural Continuity and Change	H4, H7, H10
Section I — Social and Cultural Continuity and Change **Part B**			
4 (a)	4	Social and Cultural Continuity and Change in a Selected Country	H1, H5
4 (b)	8	Social and Cultural Continuity and Change in a Selected Country	H1, H4, H5, H7
Section II — Depth Studies			
5 (a)	20	Popular Culture	H2, H3, H4, H5, H7, H10
5 (b)	20	Popular Culture	H2, H3, H4, H5, H7, H10
6 (a)	20	Belief Systems	H2, H3, H4, H5, H7, H10
6 (b)	20	Belief Systems	H2, H3, H4, H5, H7, H10
7 (a)	20	Equality and Difference	H2, H3, H4, H5, H7, H10
7 (b)	20	Equality and Difference	H2, H3, H4, H5, H7, H10
8 (a)	20	Work and Leisure	H2, H3, H4, H5, H7, H10
8 (b)	20	Work and Leisure	H2, H3, H4, H5, H7, H10

BOARD OF STUDIES
NEW SOUTH WALES

2007 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 clearly evident the interactions between persons and society	4
• Recognises the interactions between persons and society	3
• Attempts to relate persons and society	2
• Provides some information about persons and /or society	1

Question 2 (a)

Outcomes assessed: H6, H7

MARKING GUIDELINES

Criteria	Marks
• Clearly states the difference between survey and case study	2
• Provides a clear understanding of survey OR case study OR • Provides some understanding of both survey and case study	1

Question 2 (b)

Outcomes assessed: H6, H7, H8

MARKING GUIDELINES

Criteria	Marks
• Provides reasons for the use of EITHER survey OR case study to investigate decision making in families • Appropriately applies the chosen methodology to investigate decision making in families	4
• Attempts to provide reasons for the use of EITHER survey OR case study to investigate decision making in families • Attempts to apply the chosen methodology to investigate decision making in families	3
• Sketches in general terms the use of EITHER survey OR case study to investigate decision making in families	2
• Mentions survey and/or case study and/or decision making in families	1

Question 3

Outcomes assessed: H4, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Names a theory of social change • Makes a valid judgement about its effectiveness in explaining continuity and change in society • Considers a strength and a weakness of the chosen theory	5–6
• Names a theory of social change • Makes a judgement about its effectiveness in explaining continuity and change in society • Considers a strength and a weakness of the chosen theory	4
• Names a theory of social change • Makes a limited judgement about its effectiveness in explaining continuity and /or change in society • Outlines a strength and/or a weakness of the chosen theory	3
• Names a theory of social change • Mentions a strength and/or a weakness of the chosen theory in relation to continuity and/or change in society	2
• Names a theory of social change OR • Identifies an aspect of continuity and/or change in society	1

Section I — Social and Cultural Continuity and Change
Part B

Question 4 (a)

Outcomes assessed: H1, H5

MARKING GUIDELINES

Criteria	Marks
• Clearly provides the characteristics and features of power and authority in the country of study	4
• States some characteristics and features of power and authority in the country of study	2–3
• Identifies one aspect of power and/or authority	1

Question 4 (b)

Outcomes assessed: H1, H4, H5, H7

MARKING GUIDELINES

Criteria	Marks
• Makes a sound judgement about the influence of continuities and changes in power and authority on one of the features in the selected country • Presents a coherent and sustained response	7–8
• Makes a judgement about the influence of continuities and/or changes in power and/or authority on one of the features in the selected country • Presents a coherent response	5–6
• Provides a limited judgement about the influence of continuities and/or changes in power and/or authority in one of the features in the selected country	3–4
• Mentions continuity and/or change in the selected country AND/OR • Mentions some aspects of power and authority	1–2

Section II — Depth Studies

Question 5 (a)

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

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the relationship between the role of relevant stakeholders and the control of ONE popular culture, supported by specific examples where appropriate • Integrates a range of appropriate course concepts and language • Analyses relationships within and between social and cultural groups • Presents a sustained, logical and well-structured response	17–20
• Identifies the relationship between the role of relevant stakeholders and the control of ONE popular culture, supported by some specific examples where appropriate • Attempts to integrate appropriate course concepts and language • Attempts to analyse relationships within and between social and cultural groups • Presents a sustained, well-organised response	13–16
• Attempts to identify the role of stakeholders in the control of ONE popular culture, supported by some examples where appropriate • Uses course concepts and language • Refers to relationships within and/or between social and/or cultural groups • Presents an organised response	9–12
• Outlines how stakeholders may control ONE popular culture; may use some examples • Uses some course concepts and language • May refer to relationships within and/or between social and/or cultural groups • Presents a simple description of popular culture	5–8
• Mentions concepts • Gives a limited description of popular culture and/or its stakeholders	1–4

Question 5 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Clearly indicates the main features of the concept of globalisation • Makes a sound judgement about the impact of globalisation on the distinguishing characteristics of popular culture, supported by specific examples where appropriate • Integrates the specific concept as well as a range of other appropriate course concepts and language • Analyses relationships within and between social and cultural groups • Presents a sustained, logical and well-structured response	17–20
• Indicates the main features of the concept of globalisation • Makes a judgement about the impact of globalization on the distinguishing characteristics of popular culture, supported by specific examples where appropriate • Attempts to integrate the specific concept as well as other appropriate course concepts and language • Attempts to analyse relationships within and between social and cultural groups • Presents a sustained and well-organised response	13–16
• States the meaning of the concept of globalisation • Attempts to make a judgement about the impact of globalisation on the distinguishing characteristics of popular culture; supported by some examples where appropriate • Uses the specific concept and some other course concepts and language • Refers to relationships within and/or between social and/or cultural groups • Presents an organised response	9–12
• Attempts to state the meaning of the concept of globalisation • Outlines how globalisation affects the distinguishing characteristics of popular culture; may use some examples • Uses some course concepts and language • May refer to relationships within and/or between social and/or cultural groups • Presents a simple description of popular culture	5–8
• Mentions the concepts of globalisation and/or other concepts • Gives a limited description of popular culture	1–4

Question 6 (a)

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

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the relationship between hierarchy and power and change and resistance to change within ONE belief system, supported by specific examples where appropriate • Integrates a range of other appropriate course concepts and language • Analyses relationships within and between social and cultural groups • Presents a sustained, logical and well-structured response	17–20
• Identifies the relationship between hierarchy and power and change and resistance to change within ONE belief system, supported by specific examples where appropriate • Attempts to integrate appropriate course concepts and language • Attempts to analyse relationships within and between social and cultural groups • Presents a sustained and well-organised response	13–16
• Describes the relationship between hierarchy and/or power and change and/or resistance to change within ONE belief system, supported by some examples where appropriate • Uses course concepts and language • Refers to relationships within and/or between social and/or cultural groups • Presents an organised response	9–12
• Outlines how hierarchy and/or power affect change and/or resistance to change within ONE belief system; may use some examples • Uses some course concepts and language • May refer to relationships within and/or between social and/or cultural groups • Presents a simple description of belief systems	5–8
• Mentions hierarchy and/or power 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
• Clearly indicates the main features of the concept of ideology • Makes a sound judgement about the extent to which ideology influences acceptance and rejection of belief systems, supported by specific examples where appropriate • Integrates the specific concepts as well as a range of other appropriate course concepts and language • Analyses relationships within and between social and cultural groups • Presents a sustained, logical and well-structured response	17–20
• Indicates the main features of the concept of ideology • Makes a judgement about the extent to which ideology influences acceptance and rejection of belief systems, supported by some specific examples where appropriate • Attempts to integrate the specific concept as well as other appropriate course concepts and language • Attempts to analyse relationships within and between social and cultural groups • Presents a sustained and well-organised response	13–16
• States the meaning of the concept of ideology • Attempts to makes a judgement about the extent to which ideology influences acceptance and/or rejection of belief systems, supported by some examples where appropriate • Uses the specific concept and some other course concepts and language • Refers to relationships within and/or between social and/or cultural groups • Presents an organised response	9–12
• Attempts to state the meaning of the concept of ideology • Outlines how ideology affects the acceptance and/or rejection of belief systems; may use some examples • Uses some course concepts and language • May refer to relationships within and/or between social and/or cultural groups • Presents a simple description of belief systems	5–8
• Mentions the concept ideology and/or other concepts • Gives a limited description of belief systems	1–4

Question 7 (a)

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

MARKING GUIDELINES

Criteria	Marks
• Clearly indicates the main features of the concept of discrimination • Makes a sound judgement about the role of individuals and groups in reducing discrimination in ONE society, supported by specific examples where appropriate • Integrates the specific concept as well as a range of other appropriate course concepts and language • Analyses relationships within and between social and cultural groups • Presents a sustained, logical and well-structured response	17–20
• Indicates the main features of the concept of discrimination • Makes a judgement about the role of individuals and groups in reducing discrimination in ONE society, supported by some specific examples where appropriate • Attempts to integrate the specific concept as well as other appropriate course concepts and language • Attempts to analyse relationships within and between social and cultural groups • Presents a sustained and well-organised response	13–16
• States the meaning of the concept of discrimination • Attempts to make a judgement about the role of individuals and/or groups in reducing discrimination in ONE society, supported by some examples where appropriate • Uses the specific concept and some other course concepts and language • Refers to relationships within and/or between social and/or cultural groups • Presents an organised response	9–12
• Attempts to state the meaning of the concept of discrimination • Outlines the role of individuals and/or groups in reducing discrimination in ONE society; may use some examples • Uses some course concepts and language • May refer to relationships within and/or between social and/or cultural groups • Presents a simple description of equality and difference	5–8
• Mentions the concept of 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
• Clearly identifies the relationship between the perceptions of groups by other groups within a society and conflict and cooperation, supported by specific examples where appropriate • Integrates a range of appropriate course concepts and language • Analyses relationships within and between social and cultural groups • Presents a sustained, logical and well-structured response	17–20
• Identifies the relationship between the perceptions of groups by other groups within a society and conflict and cooperation, supported by some specific examples where appropriate • Attempts to integrate appropriate course concepts and language • Attempts to analyse relationships within and between social and cultural groups • Presents a sustained and well-organised response	13–16
• Describes how the perception of groups by other groups within a society can result in both conflict and/or cooperation, supported by some examples where appropriate • Uses course concepts and language • Refers to relationships within and/or between social and/or cultural groups • Presents an organised response	9–12
• Outline how the perception of groups by other groups within a society can result in both conflict and/or cooperation; may use some examples • Uses some course concepts and language • May refer to relationships within and/or between social and/or cultural groups • Presents a simple description of equality and difference	5–8
• Mentions the concepts of conflict and/or cooperation 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
• Identifies clearly the implications of changes in work and leisure for possible future patterns of work and leisure within ONE society, supported by specific examples where appropriate • Integrates appropriate course concepts and language • Analyses relationships within and between social and cultural groups • Presents a sustained, logical and well-structured response	17–20
• Identifies the implications of changes in work and leisure for possible future patterns of work and leisure within ONE society, supported by some specific examples where appropriate • Attempts to integrate appropriate course concepts and language • Attempts to analyse relationships within and between social and cultural groups • Presents a sustained and well-organised response	13–16
• Describes the implications of changes in work and/or leisure for possible future patterns of work and leisure within ONE society, supported by some examples where appropriate • Uses course concepts and language • Refers to relationships within and/or between social and/or cultural groups • Presents an organised response	9–12
• Outlines the implications of changes in work and/or leisure for possible future patterns of work and leisure within ONE society; may use some examples • Uses some course concepts and language • May refer to relationships within and/or between social and/or cultural groups • Presents a simple description of work and leisure	5–8
• Mentions the concepts of change and/or other concepts • Gives a limited description of work and/or leisure and/or possible future patterns of work and leisure	1–4

Question 8 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Clearly indicates the main features of the concept of gender • Identifies clearly the relationship between gender and work and leisure aspirations and opportunities, supported by specific example where appropriate • Integrates the specific concept as well as a range of other appropriate course concepts and language • Analyses relationships within and between social and cultural groups • Presents a sustained, logical and well-structured response	17–20
• Indicates the main features of the concept of gender • Identifies the relationship between gender and work and leisure aspirations and opportunities, supported by some specific example where appropriate • Attempts to integrate the specific concept as well as other appropriate course concepts and language • Attempts to analyse relationships within and between social and cultural groups • Presents a sustained and well-organised response	13–16
• States the meaning of the concept of gender • Describes the influence of gender on work and/or leisure aspirations and/or opportunities, supported by some example where appropriate • Uses the specific concept and some other course concepts and language • Refers to relationships within and/or between social and/or cultural groups • Presents an organised response	9–12
• Attempts to state the meaning of the concept of gender • Outlines how gender affects work and/or leisure aspirations and/or opportunities; may use some examples • Uses some course concepts and language • May refer to relationships within and/or between social and/or cultural groups • Presents a simple description of work and/or leisure	5–8
• Mentions the concepts of gender and/or other concepts • Gives a limited description of work and/or leisure	1–4