

Society and Culture

**General
Instructions**

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

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

- Attempt Questions 1–11
- Allow about 40 minutes for this section

Section II – 40 marks (page 7)

- Attempt TWO questions from Questions 12–15
- Allow about 1 hour and 20 minutes for this section

Section I — Social and Cultural Continuity and Change

20 marks

Attempt Questions 1–11

Allow about 40 minutes for this section

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

- 1** The Australian Government mandates that all primary school students attend a ‘learn to swim’ program.

Which concept is this action an example of?

- A. Culture
 - B. Environment
 - C. Persons
 - D. Time
- 2** Which set of communication types features in a person’s macro world?
- A. Diary, newspapers, study notes
 - B. Facebook, text messages, email
 - C. Television, documentaries, home movies
 - D. Textbooks, academic articles, celebrity biographies
- 3** Which of the following best demonstrates conflict between authority and individual empowerment?
- A. A female student leads an online campaign for her school’s uniform to be abolished.
 - B. A woman is sacked from her employment for inciting racist actions against a colleague.
 - C. A school principal is publicly criticised for allowing the school canteen to sell soft drinks.
 - D. A trade union delegate meets with building developers to protest unsafe conditions on construction sites.

- 4 Sustainability at a macro level is best demonstrated by
- A. a council initiating a community recycling program.
 - B. a school uniform shop offering an incentive to recycle old clothes.
 - C. a television station providing free commercials to an environmental group.
 - D. a restaurant chain offering a discount to customers who reuse takeaway cups.

Use the following table to answer Questions 5 and 6.

Percentage of population in Australia who smoke 1960–2010

<i>Year</i>	<i>Females</i>	<i>Males</i>	<i>Total</i>
1960	30	45	36
1985	24	28	26
2010	13	17	15

- 5 For which action would the data be most useful?
- A. Making predictions about future health budgeting
 - B. Funding anti-smoking campaigns for young people
 - C. Making generalisations about why people have stopped smoking
 - D. Analysing the effectiveness of Australia's plain packaging legislation
- 6 The data best demonstrates the relationship between
- A. evolutionary change and identity.
 - B. transformative change and identity.
 - C. evolutionary change and generations.
 - D. transformative change and generations.

- 7 Which of the following best demonstrates the interaction between modernisation and authority?
- A. The automation of car manufacturing
 - B. Rising wages for government employees
 - C. The digital collection of Australian census data
 - D. Public protests about a planned motorway construction

- 8 Each of the following actions relates to changes in income distribution in Australia.

Which action is best explained by conflict theory?

- A. Australian airlines engage in a price war resulting in lower prices for customers.
- B. Farmers form a cooperative to prevent supermarkets controlling the price paid for milk.
- C. Digital technology allows individual Uber drivers to compete with licensed taxi drivers.
- D. Tax concessions for property investors are reduced after a review of housing affordability.

2017

HIGHER SCHOOL CERTIFICATE
EXAMINATION**Society and Culture**

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Centre Number

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Student Number

Section I (continued)**Attempt Questions 9–11**

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

Question 9 (2 marks)

Identify TWO characteristics of quantitative research.

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Question 10 (4 marks)

Using a contemporary example, describe the nature of power in ONE country you have studied.

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Please turn over

Question 11 (6 marks)

For a country you have studied, apply a social change theory to explain change in ONE of the following aspects.

- Beliefs, values and lifestyles
- Education
- Family and population
- Gender roles and the status of men and women
- The legal system and political processes

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Society and Culture

Section II — Depth Studies

40 marks

Attempt TWO questions from Questions 12–15

Allow about 1 hour and 20 minutes for this section

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

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

- demonstrate knowledge and understanding relevant to the question
 - apply course concepts and language appropriate to the Depth Study
 - analyse relationships within and between social and cultural groups
 - present a sustained, logical and cohesive response
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Question 12 — Popular Culture (20 marks)

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|-----|--|-----------|
| (a) | How can ONE contemporary issue in popular culture be examined using the research method of content analysis? | 5 |
| (b) | Assess the role of gender construction or deconstruction in the global acceptance of ONE popular culture. | 15 |

Question 13 — Belief Systems and Ideologies (20 marks)

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|-----|---|-----------|
| (a) | How can ONE contemporary issue in a belief system or ideology be examined using the research method of interview? | 5 |
| (b) | Assess the importance of the myths and stories of ONE belief system or ideology in its relationship to wider society. | 15 |

Question 14 — Social Inclusion and Exclusion (20 marks)

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|-----|---|-----------|
| (a) | How can ONE contemporary issue related to social inclusion or exclusion be examined using the research method of data analysis? | 5 |
| (b) | Assess the significance of both employment and the justice system for the inclusion of ONE group in ONE country you have studied. | 15 |

Question 15 — Social Conformity and Nonconformity (20 marks)

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|-----|---|-----------|
| (a) | How can ONE contemporary issue associated with social conformity or nonconformity be examined using the research method of observation? | 5 |
| (b) | Assess the roles of both status and responsibility in defining identity within ONE subcultural group you have studied. | 15 |

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