

DIFFERENT APPROACHES TO INCORPORATING HSC PAST PAPER QUESTIONS INTO THE CLASSROOM

HSC Depth Studies

Amanda Newell, Nagle College, Blacktown South

Syllabus Content

- HSC Depth Studies

Syllabus Outcomes

- H1 evaluates and effectively applies social and cultural concepts
- H3 analyses relationships and interactions within and between social and cultural groups
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Rationale

The following resource aims to assist fellow educators in considering when and how to assist students in applying their knowledge and understanding of HSC Depth Studies to past HSC-style questions from 2015–2021. Often ‘past paper questions’ are approached in a ‘summary manner’ at the end of a unit or course, where students are provided with opportunities to apply their understanding and receive feedback. Whilst this approach is useful, over several years of teaching I have found there are many more opportunities to meaningfully integrate past paper questions into the learning journey of society and culture students to maximise engagement with; course concepts, syllabus dot points, contemporary contexts and different approaches to expressing understanding in written formats.

Two approaches to integrating past papers into teaching and learning experiences are outlined below.

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Popular Culture: HSC Past Paper Questions

	2021	2020	2019	2018	2017	2016	2015
Part a) 5 marks	Account for negative perceptions of popular culture in society. Support your answer with relevant examples.	How does society influence popular culture? Support your answer with reference to relevant examples.	Account for groups rejecting the ideology of ONE popular culture.	Explain how consumption of ONE popular culture is influenced by mythology.	How can ONE contemporary issue in popular culture be examined using the research method of content analysis?	How does paraphernalia contribute to a sense of identity in ONE popular culture?	Explain how the media influence demand for popular culture.
Part b) 15 marks	To what extent have contemporary social values influenced the commodification of ONE popular culture?	Assess the impacts of technology and institutional power on the consumption of ONE popular culture.	Explain how stakeholders can affect the future directions for ONE popular culture.	Assess the implications of changing values on the tension between producers and consumers in ONE popular culture.	Assess the role of gender construction or deconstruction in the global acceptance of ONE popular culture.	Evaluate the roles of both official and unofficial censorship in the development and evolution of ONE popular culture.	To what extent does ONE popular culture express contemporary values that contribute to social change?

Source: Questions have been drawn from NESA, HSC Exam Papers accessed at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>

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Belief Systems and Ideologies: HSC Past Paper Questions

	2021	2020	2019	2018	2017	2016	2015
Part a) 5 marks	Account for the existence of hierarchy within belief systems. Support your answer with relevant examples.	Why are shared values important within ideologies? Support your answer with reference to relevant examples.	Explain the similarities and differences between <i>belief systems</i> and <i>ideologies</i> .	Explain how secularisation has influenced ideologies within Australia.	How can ONE contemporary issue in a belief system or ideology be examined using the research method of interview?	How do tradition and culture influence gender roles in ONE belief system or ideology?	Explain how the values expressed by ONE belief system or ideology influence collective identity.
Part b) 15 marks	Assess the effectiveness of ONE belief system or ideology in resolving conflict.	Analyse the relationship between ethical issues in society and the philosophy of ONE belief system or ideology.	Assess the impact of dissent on the internal structure of ONE belief system or ideology.	To what extent has technology influenced the acceptance and rejection of ONE belief system or ideology?	Assess the importance of the myths and stories of ONE belief system or ideology in its relationship to wider society.	Evaluate the effect of globalisation on important people and power structures in ONE belief system or ideology.	To what extent does authority influence ONE belief system or ideology in relation to ethical issues?

Source: Questions have been drawn from NESA, HSC Exam Papers accessed at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>

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Social Inclusion and Exclusion: HSC Past Paper Questions

	2021	2020	2019	2018	2017	2016	2015
Part a) 5 marks	Account for the social exclusion of individuals at the meso level of society. Support your answer with relevant examples.	Why is the acknowledgment of human rights important in achieving social inclusion? Support your answer with reference to relevant examples.	Account for the pluralist nature of societies and cultures.	Explain why access to socially valued resources is important in achieving social inclusion.	How can ONE contemporary issue related to social inclusion or exclusion be examined using the research method of data analysis?	How do government and community organisations contribute to the social inclusion of ONE group in ONE country?	Explain the importance of social inclusion in improving life chances for ONE group in society.
Part b) 15 marks	To what extent have economic and political forces influenced the generation and maintenance of social inclusion in ONE country?	Assess the implications of continued social exclusion from housing and technologies for ONE group.	Evaluate the effectiveness of social inclusion programs in ONE country.	To what extent do access to health care and education influence social mobility for ONE group?	Assess the significance of both employment and the justice system for the inclusion of ONE group in ONE country you have studied.	Analyse the roles both prejudice and discrimination play in the maintenance of social exclusion of ONE group in ONE country.	To what extent does limited access to modern technologies result in social exclusion within ONE country?

Source: Questions have been drawn from NESA, HSC Exam Papers accessed at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>

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Social Conformity and Nonconformity: HSC Past Paper Questions

	2021	2020	2019	2018	2017	2016	2015
Part a) 5 marks	Account for internalisation as a response by individuals to social influence. Support your answer with relevant examples.	How does deindividuation influence a person's behaviour? Support your answer with reference to relevant examples.	Explain the role of media in shaping social attitudes towards nonconformists.	Explain why individuals acquiesce to social influence.	How can ONE contemporary issue associated with social conformity or nonconformity be examined using the research method of observation?	How does nonconformity influence social change?	Explain the benefits of nonconformity for the wider society.
Part b) 15 marks	Assess the effectiveness of both sanctions and peer pressure in achieving social cohesion within ONE group.	To what extent do the values of ONE group influence its interactions with the wider society?	Assess the impact of technology on the historical and social development of ONE group.	Assess the roles of power and deviance within ONE group.	Assess the roles of both status and responsibility in defining identity within ONE subcultural group you have studied.	Analyse the ways in which the wider society's perceptions of ONE group are formed.	To what extent do group norms create both cohesion and stereotypes for ONE group you have studied?

Source: Questions have been drawn from NESA, HSC Exam Papers accessed at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>

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Approach 1: Using HSC past paper questions to illuminate the conceptual and interconnected nature of the course

Deconstructing HSC past paper questions are a great way to assist students in developing their understanding of the conceptually driven nature of the course. The following activity could be undertaken at the beginning of a HSC Depth Study unit.

Step 1: Provide each student with a copy of the relevant depth study past HSC questions table. E.g. Popular Culture

	2021	2020	2019	2018	2017	2016	2015
Part a) 5 marks	Account for negative perceptions of popular culture in society. Support your answer with relevant examples.	How does society influence popular culture? Support your answer with reference to relevant examples.	Account for groups rejecting the ideology of ONE popular culture.	Explain how consumption of ONE popular culture is influenced by mythology.	How can ONE contemporary issue in popular culture be examined using the research method of content analysis?	How does paraphernalia contribute to a sense of identity in ONE popular culture?	Explain how the media influence demand for popular culture.
Part b) 15 marks	To what extent have contemporary social values influenced the commodification of ONE popular culture?	Assess the impacts of technology and institutional power on the consumption of ONE popular culture.	Explain how stakeholders can affect the future directions for ONE popular culture.	Assess the implications of changing values on the tension between producers and consumers in ONE popular culture.	Assess the role of gender construction or deconstruction in the global acceptance of ONE popular culture.	Evaluate the roles of both official and unofficial censorship in the development and evolution of ONE popular culture.	To what extent does ONE popular culture express contemporary values that contribute to social change?

Step 2: Provide students with access to the relevant depth study section of the *NESA Society and Culture syllabus (2013)*: e.g. Popular Culture p. 39-41. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

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Step 3: Students are to use the Popular Culture syllabus to circle any fundamental, additional or related concepts in the past HSC questions table. For example:

	2021	2020	2019	2018	2017	2016	2015
Part a) 5 marks	Account for negative perceptions of popular culture in society . Support your answer with relevant examples.	How does society influence popular culture? Support your answer with reference to relevant examples.	Account for groups rejecting the ideology of ONE popular culture.	Explain how consumption of ONE popular culture is influenced by mythology.	How can ONE contemporary issue in popular culture be examined using the research method of content analysis?	How does paraphernalia contribute to a sense of identity in ONE popular culture?	Explain how the media influence demand for popular culture.
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Displaying the highlighted/annotated table on the board can promote discussion of:

- Why are fundamental/additional/related concepts used in HSC questions?
- How can concepts be used to 'unlock' the focus of the question?
- Are there any 'trends' in more recent HSC questions (2020–2021) in the application of concepts? I.e. multiple concepts.

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Step 4: Students are to now use the Popular Culture syllabus to underline the relevant syllabus dot points contained in the Popular Culture past HSC questions.
For example:

	2021	2020	2019	2018	2017	2016	2015
Part a) 5 marks	Account for negative perceptions of popular culture in society . Support your answer with relevant examples.	How does society influence popular culture? Support your answer with reference to relevant examples.	Account for groups rejecting the ideology of ONE popular culture.	Explain how consumption of ONE popular culture is influenced by mythology.	How can ONE contemporary issue in popular culture be examined using the research method of content analysis?	How does paraphernalia contribute to a sense of identity in ONE popular culture?	Explain how the media influence demand for popular culture.
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Displaying the highlighted/annotated table on the board can promote discussion of:

- What sections of the popular culture syllabus are drawn from in 5 mark questions?
- What sections of the popular culture syllabus are drawn from in 15 mark questions?
- Locate examples of questions where TWO syllabus dot points have been merged?

E.g. 2017 – 15 mark question:

Assess the role of **gender** construction or deconstruction in the global acceptance of ONE popular culture.

What implications does the merging of syllabus dot points have on how Society and Culture is learnt and studied? The merging of syllabus dot points highlights the need to a flexible and holistic approach to the understanding of course content. Students need to consider how syllabus dot points relate to each other in meaningful ways.

- Locate examples of questions where course concepts (fundamental, additional, related) have been merged with syllabus dot points.

E.g. 2021 – 15 mark question:

To what extent have contemporary social **values** influenced the **commodification** of ONE popular culture?

What can you take away from this table in relation to HOW you could approach learning and consolidating knowledge and understanding in the Depth Study?

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Approach 2: Using HSC past paper questions to shape and improve written expression in Society and Culture

HSC past paper questions can be a valuable tool in shaping and refining student written expression in Society and Culture. Providing opportunities to guide the deconstruction of question key directive/command/glossary terms and marking criteria can assist students in shaping how they approach effective written communication in the HSC.

Step 1: Ask students to highlight the key directive/command/glossary terms in both the 5 mark and 15 mark question from the selected depth study.

Example: Social Inclusion and Exclusion: HSC Past Paper Questions

	2021	2020	2019	2018	2017	2016	2015
Part a) 5 marks	Account for the social exclusion of individuals at the meso level of society. Support your answer with relevant examples.	Why is the acknowledgment of human rights important in achieving social inclusion? Support your answer with reference to relevant examples.	Account for the pluralist nature of societies and cultures.	Explain why access to socially valued resources is important in achieving social inclusion.	How can ONE contemporary issue related to social inclusion be or excluded be examined using the research method of data analysis?	How do government and community organisations contribute to the social inclusion of ONE group in ONE country?	Explain the importance of social inclusion in improving life chances for ONE group in society.
Part b) 15 marks	To what extent have economic and political forces influenced the generation and maintenance of social inclusion in ONE country?	Assess the implications of continued social exclusion from housing and technologies for ONE group.	Evaluate the effectiveness of social inclusion programs in ONE country.	To what extent do access to health care and education influence social mobility for ONE group?	Assess the significance of both employment and the justice system for the inclusion of ONE group in ONE country you have studied.	Analyse the roles both prejudice and discrimination play in the maintenance of social exclusion of ONE group in ONE country.	To what extent does limited access to modern technologies result in social exclusion within ONE country?

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Step 2: Ask students to list the relevant directive terms and provide details on their NESA 'meaning' and individual understanding.

5 mark question directives	NESA definition A Glossary of Key Terms https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/student-guide/glossary-keywords	My own understanding of the term is,,, What does the term look like in my writing?	15 mark question directives	NESA definition A Glossary of Key Terms https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/student-guide/glossary-keywords	My own understanding of the term is,,, What does the term look like in my writing?
2021: Account for...	State reasons for, report on.	Provide reasons for. In my writing I will need to clearly state a reason and support with a clear example/evidence illustrating why individuals at a meso level experience social exclusion.	2021: To what extent...	Not directly defined	I am being asked to make clear judgements on the degree to which I agree or disagree with the statement. My writing will be organised (e.g. paragraphs) according to my judgments.
2020: Why is...			2020: Assess the implications...		
2019: Account for...			2019: Evaluate the effectiveness...		
2018: Explain why...			2018: To what extent...		
2017: How can...			2017: Assess the significance...		
2016: How do...			2016: Analyse...		
2015: Explain the...			2015: To what extent...		

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Step 3: Unpacking the marking criteria. It is important for students to 'learn' the skills of deconstruction and interpretation in relation to HSC marking criteria. If students are able to clearly articulate 'what' the marking criteria is looking for and identify this in their own writing, then applying this strategy to future questions can assist in improving their written communication in exam-style responses.

Example:

2021 HSC Question- 5 mark Social Inclusion and Social Exclusion

Account for the social exclusion of individuals at the meso level of society. Support your answer with relevant examples.

	NESA Criteria	What am I being asked to do?	How can I do this in my writing?
5 marks	<p>Source: Adapted from https://www.educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2021/society-and-culture-2021-hsc-exam-pack</p> <p>Clearly states reasons for the social exclusion of individuals at the meso level of society.</p>	<p>State <u>more than one reason</u> for the social exclusion of individuals at the meso level.</p> <p>I am NOT being asked to describe how individuals are socially excluded at the meso level.</p>	<p>Structure response according to reasons for social exclusion at the meso level.</p> <p>Apply the terms below to articulate reasons: – such as, because, due to, caused by</p>
	<p>Presents a cohesive response that effectively integrates relevant examples.</p>	<p>Structure your writing according to key ideas of the question.</p> <p>Integrate examples= that directly relate to reasons for social exclusion.</p>	<p>Structure response according to reasons for social exclusion at the meso level.</p> <p>Ensure examples 'flow' from reason and provide specific evidence of why individuals at the meso level can be socially excluded.</p>
	<p><i>Effectively applies relevant course concepts and language</i></p>	<p>Unpack elements of relevant course concepts and use them to communicate understanding.</p>	<p>Unpack elements of relevant course concepts and use them to communicate understanding. E.g. prejudice, power, discrimination, gender, culture, social differentiation, meso level etc.</p> <p>Use the conceptual language of the course to frame reasons in my response.</p>

ABOUT US

The Society and Culture Association is an avenue for teachers and students to share resources and expertise. It provides a valuable network for teachers and students of Society and Culture throughout New South Wales. The Society and Culture Association was formed in October 1984, and became incorporated in February 1992.

