

# DAPTO HIGH SCHOOL



## YEAR 11 SOCIETY AND CULTURE Preliminary Mid-Course Examination 2009

### General Instructions:

- Reading time – 5 minutes
- Working time – 1 ½ hours
- Write using blue or black pen
- Write your Student Number/Name at the top of every page

TOTAL MARKS – 100

### PART A

Total Marks (10)

Match each definition with the correct term and indicate your response in grid provided

Allow about 15 minutes for this part of the examination

### PART B

Total Marks (90)

Attempt ALL 23 short answer questions

Answer the questions in the spaces provided

Allow about 75 minutes for this part of the examination

**This paper MUST NOT be removed from the examination room**

**PART A**

10 marks

Match each definition with the correct term and indicate your response in grid provided.

1. Define the following by matching the term with the correct definition by placing the correct letter from the definitions list next to the appropriate term in the space provided. (There are more definitions than terms)

**Terms**

	Acculturation
	Ethnographic study
	Enculturation
	Power
	Quantitative Methodologies
	Socialisation
	Discrimination
	Qualitative Methodologies
	Kinship
	Content Analysis

**Definitions**

A	The study and interpretation of written and visual material, for example, magazines, television advertisements, photographs.
B	Treating a person or group differently, often in a negative manner, usually as a result of prejudice. Discrimination may also be positive, designed to redress perceived injustice.
C	Systems that establish relationships between individuals and groups on the basis of socially recognised biological relationships or marital links.
D	A shared expectation of behaviour, that notes what is considered culturally desirable and appropriate. They are prescriptive, but lack the formal status of rules.
E	Examining data to interpret meaning, make generalisations and extrapolate trends. Often the data come in graphical form and because these data are expressed in the language of mathematics, they should be evaluated and interpreted by means of appropriate mathematical or statistical procedures.
F	The process of contacts between different cultures and also the outcome of such contacts. It may involve direct social interaction or exposure to other cultures through mass media.
G	The systematic collection of data derived from direct observation of the everyday life of a particular society, group or subculture. This methodology requires the researcher's immersion in the culture/subculture under study and is an interactive process. The researcher is interested in understanding the customary actions, beliefs, knowledge and attitudes of the social group as these are reflected in the ways of engaging in everyday life.
H	The process by which we learn to become members of society by internalising the norms and values of society, and learning to perform social roles.

I	Involves those methodologies, such as closed surveys, structured interviews and sociograms (diagrammatic representations of interactions between individuals), which enable data (concrete or conceptual) to be collected, measured and compared with a standard.
J	The focus of these methodologies is the way in which participants (rather than the researcher) interpret their experiences and construct reality. Some examples are, an unstructured interview, focus group, open ended questionnaire and participant observation.
K	The capacity to influence others to a point of view or action to which they would not normally accede.
L	The idea that to be a full member of a culture or sub-culture, individuals have to learn to use, formally and informally, the patterns of cultural behaviour prescribed by that culture.

**PART B**

90 marks

Answer the questions in the spaces provided

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- |  | <b>Marks</b> |
|--|--------------|
| 2. List two (2) other disciplines that Society and Culture may draw upon for cross disciplinary concepts and/or social research methodologies. | <b>2</b>     |
| <hr/> <hr/>  |              |
| 3. Identify the five (5) fundamental/key concepts of Society and Culture.  | <b>5</b>     |
| <hr/> <hr/>  |              |
| 4. Identify the four (4) other major concepts.   | <b>4</b>     |
| <hr/> <hr/>  |              |
| 5. Describe how the concepts of <i>communication</i> and <i>power</i> may be linked.   | <b>3</b>     |
| <hr/> <hr/> <hr/>  |              |
| 6. Define the terms <i>micro</i> and <i>macro</i> world  | <b>2</b>     |
| <hr/> <hr/> <hr/>  |              |
| 7. Outline the meaning of the terms <i>qualitative</i> and <i>quantitative</i> in relation to social and cultural research.                    | <b>2</b>     |
| <hr/> <hr/> <hr/>  |              |
| 8. Identify the following examples as representations of either <i>nature</i> or <i>nurture</i> .  | <b>2</b>     |
| i) The biological you – N_____   |              |
| ii) The social you – N_____  |              |

- |            |   | Marks    |
|------------|---|----------|
| <b>9.</b>  | Outline the meaning of the <i>nature vs. nurture</i> debate.  | <b>4</b> |
|            |   |          |
|            |   |          |
|            |   |          |
|            |   |          |
|            |   |          |
| <b>10.</b> | Make a connection between <i>power, influence</i> and <i>authority</i> .  | <b>4</b> |
|            |   |          |
|            |   |          |
|            |   |          |
|            |   |          |
|            |   |          |
| <b>11.</b> | Identify who has <i>rights</i> and <i>responsibilities</i> and explain whether one may exist without the other.                         | <b>4</b> |
|            |   |          |
|            |   |          |
|            |   |          |
|            |   |          |
|            |   |          |
| <b>12.</b> | As you grow up, you go through  | <b>3</b> |
|            | a) co__itive  |          |
|            | b) m__ral and   |          |
|            | c) emo_____nal development  |          |
| <b>13.</b> | Cognitive development refers to th_____.  | <b>1</b> |
| <b>14.</b> | Moral development refers to judging ri__ht from wr__g.  | <b>1</b> |
| <b>15.</b> | Match the theorist (Erikson, Fowler, Kohlberg, Piaget, Maslow) of <i>personal and social development</i> with the correct idea/concept: | <b>5</b> |
|            | a) Development of logical thinking _____  |          |
|            | b) Conforming to society _____  |          |
|            | c) Meeting basic survival needs _____   |          |
|            | d) Expressing faith through the stories and beliefs of the community _____  |          |
|            | e) Creation of self-image through encouragement _____   |          |

**Marks**

**16.** Identify two *key concepts* of one of the developmental theorists that have been studied. **2**

Theorist \_\_\_\_\_

i) \_\_\_\_\_

ii) \_\_\_\_\_

**17.** Describe the role that *family* plays in the *socialisation* process. **4**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**18.** Match the *life stage* to the correct age: **7**

1	Infancy	A	2 – 5 years
2	Preschool	B	18 – 30 years
3	Primary school	C	30 – 60 years
4	Secondary school	D	12 – 18 years
5	Early adulthood	E	Birth – 2 years
6	Mature adulthood	F	60+ years
7	Late adulthood	G	5 – 12 years

1. \_\_\_\_\_ 5. \_\_\_\_\_
2. \_\_\_\_\_ 6. \_\_\_\_\_
3. \_\_\_\_\_ 7. \_\_\_\_\_
4. \_\_\_\_\_

**19.** a) Identify an aspect of a *gender* role and how it has changed over time. **3**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) Evaluate the impact of society's expectations of *gender* on your own *personal* experience. **4**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- |   | <b>Marks</b> |
|---|--------------|
| <b>20.</b> a) Define <i>primary research</i> .  | <b>1</b>     |
| <hr/> <hr/>   |              |
| b) Define <i>secondary research</i> .   | <b>1</b>     |
| <hr/> <hr/>   |              |
| c) Discuss the usefulness of EITHER <i>primary</i> or <i>secondary</i> research in a study of the <i>family</i> . | <b>4</b>     |
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>   |              |
| <b>21.</b> a) Distinguish between <i>personal experience</i> and <i>public knowledge</i> .                        | <b>4</b>     |
| <hr/> <hr/> <hr/> <hr/>   |              |
| b) Outline the influence of <i>technology</i> on your <i>personal experience</i> of change.                       | <b>4</b>     |
| <hr/> <hr/> <hr/> <hr/>   |              |
| <b>22.</b> a) Identify two (2) characteristics of a <i>socially literate person</i> .                             | <b>2</b>     |
| <hr/> <hr/>   |              |
| b) Explain how you could ensure that you demonstrate <i>social literacy</i> in a research project.                | <b>4</b>     |
| <hr/> <hr/> <hr/> <hr/>   |              |

**23.** Explain what is meant by the concepts of *culture* and *society*. **Marks**  
**4**

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**24.** Explain the relationship between *culture* and *society*, using examples from your *micro* and *macro* worlds. **4**

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**END OF PART B**

**END OF EXAMINATION**