



VCE Sociology 2012–2016

Written examination – November

Examination specifications

Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority. VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.

There will be 15 minutes reading time and two hours writing time.

The examination will be marked by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the Study Score.

Content

The *VCE Sociology Study Design 2012–2016* is the document for the development of the examination. All outcomes of Units 3 and 4 of the *VCE Sociology Study Design* will be examined. All key knowledge and key skills underpinning the outcomes are examinable.

Format

The examination will consist of four sections; two sections will focus on Unit 3 and the other two on Unit 4.

All questions in the examination will be compulsory. There will be choice within the question set for Section D.

The examination paper will include questions that refer to written or visual representations; for example, media articles, policies, speeches, poems, song lyrics or images.

Section A will consist of short answer and extended response questions derived from Unit 3, Outcome 1: Australian Indigenous culture. The number of questions may vary from year to year.

Section B will consist of short answer and extended response questions derived from Unit 3, Outcome 2: Ethnicity. The number of questions may vary from year to year.

Section C will consist of two extended response questions derived either from Unit 4, Outcome 1: Community or Unit 4, Outcome 2: Social movements and social change. All questions in Section C will be derived from the same outcome.

Section D will consist of two optional essay questions derived either from Unit 4, Outcome 1: Community or Unit 4, Outcome 2: Social movements and social change. Both essay questions in Section D will be derived from the same outcome. Students should attempt one of the essay questions.

Note: if Section C is derived from Unit 4, Outcome 1, then Section D will be derived from Unit 4, Outcome 2 and vice versa.

Each of the four outcomes will be weighted equally on the examination. Each section will be worth 20 marks.

The total marks for the examination will be 80.

The examination will be in the form of a question and answer book.

Approved materials and equipment

- Normal stationery requirements (pens, pencils, highlighters, erasers, sharpeners and rulers)

Advice

During the 2012–2016 accreditation period for VCE Sociology, examinations will be prepared according to the examination specifications above. Each examination will conform to these specifications and will test a representative sample of key knowledge and key skills.

The following sample questions are intended to demonstrate how new aspects of Units 3 and 4 of VCE Sociology may be examined. They do not constitute a full examination paper.

The VCAA does not publish answers for sample questions.

The following documents should be referred to in relation to the 2012 Sociology examination.

- *VCE Sociology Study Design and Advice to Teachers 2012–2016*
- *VCE Sociology Assessment Handbook 2012–2016*
- *VCAA Bulletin VCE, VCAL and VET*

Sample questions

SECTION A

PM stresses importance of symbols

JULIA Gillard has moved to elevate symbolic gestures in the debate over the direction of indigenous policy, declaring recognition of the first Australians in the constitution would represent an “uplifting, uniting moment” for the nation.

The Prime Minister used a ceremony in north-east Arnhem Land yesterday to give fresh impetus to a process that should see a referendum on the question at, or before, the next federal election in 2013.

While much of the debate has been about the direction of practical measures when the intervention [Northern Territory Intervention] imposed by the Howard government comes to an end next year, Ms Gillard used a speech to highlight the importance of symbolism in the reconciliation journey.

“Recognising the unique and special place of the first Australians in the Australian constitution can be a wonderful national goal,” she declared.

The referendum would be “an opportunity to recognise, in the founding document of our nationhood, our shared pride in being Australian and our shared pride in Australia’s continuing indigenous culture.”

The importance of the referendum was also highlighted yesterday by indigenous leader Lowitja O’Donoghue at the first national congress of the new indigenous body, the National Congress for Australia’s First Peoples.

Dr O’Donoghue urged indigenous Australians to set aside their differences to support the body and described the referendum as “a once in a lifetime opportunity to make things right for our country”.

Underscoring her conviction that practical policies based on mutual responsibility and symbolism are fundamental to tackling disadvantage and securing reconciliation, Ms Gillard spoke of “a journey of shared effort to better lives, to achieve reconciliation, to show respect”.

“So when that happens, when the first Australians take their place in the first document of all Australians, it will be an uplifting, uniting moment for our nation, a day of great national pride, a day of shared respect.”

The occasion was the official signing of a historic 42-year mining agreement between traditional owners and Rio Tinto Alcan. The agreement secures the continued operation of the bauxite mine and alumina refinery in the Gove Peninsula, which has been operating without the permission of traditional owners since 1969.

The ceremony was boycotted by four clans representing the Dhurili Nation, who claimed their rights had been pushed aside under the agreement.

But Ms Gillard seized on the positives: “I believe that in the coming years our nation can shape a shared future in which we co-operate to end the disadvantage in the lives of our people and mark that co-operation in the life of our nation with a spirit of respect.”

© Michael Gordon, *The Age*, 9 June 2011

- c.** Provide two examples from the article that might be seen as attempts to limit public awareness and perceptions of Australian Indigenous culture.

Describe each example and explain how it attempts to limit public awareness and perceptions.

4 marks

- d.** How important is the role of the government in supporting and/or limiting public awareness of Australian Indigenous culture?

Discuss in relation to the article and to material you have studied this year.

8 marks

c. Explain two factors that support and/or limit the perception and public awareness of Australian Indigenous culture.

4 marks

d. Describe two examples of Indigenous and/or non-Indigenous activities that increase the perception and public awareness of Australian Indigenous culture.

4 marks

Africans most likely to gain work

REFUGEES from Africa are the most likely to find work after settling in Australia, according to a landmark report examining how humanitarian migrants fare after their arrival.

With renewed controversy in Melbourne after violence in the Sudanese community, and intense political combat around asylum policy in the wake of detention centre riots, a study of 8500 arrivals sheds new light on how refugees make the transition to new lives in Australia.

The study for the Immigration Department, obtained by *The Age*, is the first of its kind undertaken here or internationally. It compares outcomes for humanitarian migrants, including boat arrivals, with skilled and family migrants.

The report presents a mixed picture. Refugees are more dependent on Centrelink payments - not just unemployment, but childcare payments and student assistance.

They are more likely to be jobless than skilled migrants. If they are employed, they work shorter hours for less money, and have comparatively low levels of job satisfaction.

But the outlook improves over time. Over a five-year period refugees reduce their dependence on benefits and find jobs,

particularly after two years of settlement.

Refugees also participate strongly in further education after their arrival in Australia. "Most humanitarian entrants are strongly focused on creating a new life and studying for a qualification in Australia is an important step in this journey," the report concludes.

Despite many arrivals lacking English skills, the profile of the humanitarian entrant group is comparable with the Australian population as a whole - 35 per cent have a trade or a university qualification either before or after their arrival, compared with 39 per cent of the Australian population.

Nearly all of the respondents to the survey indicated they were either Australian citizens already, or they intended to become citizens. More than half can speak reasonable English four years after their arrival.

Contrary to the popular perception that migrants struggle in the regions removed from their expatriate communities in the big cities, the report finds that they fare well.

Entrants settling in the regions are more likely to be employed, confident, speak English and improve their qualifications.

In terms of employment outcomes,

central and west Africans, and people from Sierra Leone fare best. Refugees from Afghanistan and Iraq are least likely to find work, and most likely to require Centrelink benefits.

People from Afghanistan have a more negative settlement experience than other ethnic groups, with most arrivals having poorer language skills and less education than other refugees.

Iraqis, Afghans and Iranians have the poorest physical or mental health. Iranians and Iraqis are also more likely to indicate that they are unhappy. Sri Lankans, Eritreans and Somalis were the happiest of all the ethnic groups.

The report will be released today by the federal government. Parliamentary secretary for multicultural affairs Kate Lundy told *The Age* that the analysis provided a strong endorsement of multiculturalism.

"This report embarks on some serious myth busting about poor settlement outcomes for Africans," Senator Lundy said.

She said the positive experiences for refugees in regional communities was encouraging.

The research also gave the government solid markers on areas for improvement.

© Katharine Murphy, *The Age*, 29 April 2011

SECTION D

The questions in Section D will be based on either Unit 4, Outcome 1 or Outcome 2, depending on the Outcome chosen for Section C. Sample questions 14a. and 14b. relate to Unit 4, Outcome 1 and sample questions 15a. and 15b. relate to Unit 4, Outcome 2.

Question 13

- a. Discuss the impact of two social, political or environmental changes that have affected the experience of a community you have studied this year.

OR

- b. ‘Online communities provide more benefits than potential threats for modern communities.’ Discuss with reference to Manuel Castells’ theory of ‘network society’.

20 marks

Question 14

- a. How important is the stage of a social movement’s development to its ability to create social change? Discuss with reference to two social movements you have studied this year.

OR

- b. ‘Power can help to facilitate positive social change but it can also be used unethically.’ Discuss how a social movement and its opponent(s) have used power to generate or resist change.

20 marks
