<u>2006</u>   <u>**Sociology GA 3: Written examination**</u>

GENERAL COMMENTS

The new study design and examination format provided students with more structure within the various sections of the paper than the previous format, and allowed for greater clarity about the content being assessed within each question. Students who paid attention to the meanings of key instructional terms, and who used ample evidence to support their responses, tended to generate better responses.

Responses to the 2006 Sociology examination contained numerous examples of significant social issues, including: the impact of the 2005 Cronulla race riots; the role of the Australian federal government's intervention on behalf of David Hicks; the erosion of work–family balance; the social and political impact on Australian society of the fear of terrorism; and the response of citizens and the government to environmental damage.

SPECIFIC INFORMATION

Note: Student responses reproduced herein have not been corrected for grammar, spelling or factual information.

Section A

While students often included quite specific detail about particular communities, it was important that they were able to differentiate between questions asking about the 'concept' of community, and those that required them to describe particular 'features' of a community. The former is asking for reference to a specific theory or established understandings of the meaning of the community; for example, Ferdinand Tonnies' two types of social groups, gemeninschaft (pre-modern communities) and gesellschaft (modern communities).

Where students were asked to refer to 'a' community, responses needed to include explicit detail about the identifying features and/or experiences of a (single) particular group. For example, 'the township of Korumburra is a geographically-based community located in South Gippsland. Korumburra has a population of 3 200 people and its members were previously involved in the black coal mining industry and are heavily involved in the dairy industry today.'

Question 1

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	3	5	6	9	16	15	15	14	8	5	4	**5.3**

This question required students to identify two changes that have affected the 'concept' of community. They needed to cover the following steps in order to thoroughly answer the question:
- define community
- identify two changes
- explain the process of change. In doing this, students should have been able to identify a clear picture of before and after the 'change'

Appropriate examples of changes included industrialisation, technological advances, globalisation and shifting social values. Good responses highlighted the changes to the 'concept' of community, rather than describing the sense or experience of a group. It is important for students to use historical detail minimally, given the contemporary nature of the study. In addition, a common error was referring to Australia as a community. For the purpose of this study, Australia is not considered a community; rather, it is understood to be a society containing a collection of communities.

The following example covers the areas mentioned above.

Two key changes that have affected the concept of community is one; the transition from a traditional community which is a group of people involved in that community merely for geographical reasons. A traditional type of community is more face-to-face, for example small towns such as Moe or Apollo Bay. The members of such communities are involved as their geographical position allows for them to be part of the traditional sense of community, they would include neighbours or [people] living in the same block.

Due to reasons such as globalisation and the introduction of modern technology and modern transport the transition from a traditional community to a modern interest based community has occurred. A modern community is a group of people coming together to share common interests and due to technological advances these community members do not have to be in the same vicinity or even same country to participate in the community itself. This can be done through Internet communities such as 'My Space' or 'The Active Chess' community. Also the introduction of modern transport such as cars, houses, or even phones has allowed people to leave rural areas and come to more urban parts of their state which allows options for them to become part of

many communities, such as school communities, work community or even different sub cultures, such as 'Goths' or 'Music Artists Groups'. This process is called urbanisation and is the complete opposite of what you would find in an homogenous traditional community which … is mainly geographically based.

Question 2

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	6	2	3	11	15	15	14	12	9	10	3	**5.4**

Students were required to refer to 'a' specific community in their responses to this question. It was necessary to identify two issues and then assess the impact of these issues on the community. In doing so, the students needed to be specific about the actual government policy or public opinion that shaped the issue for the community. Common examples of issues were Australia's response to terrorism and its impact on Muslim communities; the impact of the federal industrial relations reforms; and Shared Responsibility Agreements and their impact on the Wadeye and Cape York communities.

Good responses demonstrated an appreciation for the complexity of various ethnic, cultural and faith groups. For example, 'Aboriginals' are not considered to be 'a' community. Rather, Australia's Indigenous population is comprised of multiple communities from different geographical locations, who have different languages, and different cultural, religious and life experiences. This is also the case with Australia's various Muslim communities.

When referring to government policy or public opinion, it was critical that students were specific in their responses. For example, by citing the federal government's Shared Responsibility Agreements with reference to a particular community such as Mulan; or the Mildura community protesting by lobbying their local state government representative about a proposed toxic waste dump.

Good answers included a detailed description of the group. Unfortunately, some students generated very good responses but referred to more than one community group, therefore it was not possible to award full marks.

The following are examples of responses which effectively discuss the impact of a government policy on a community.

Example 1

The Waverley Cricket Club community is a semi-government funded cricket club community which has been in existence since 1967. The soul aim for the Waverley Cricket Club community is to build friendship amongst members and to play cricket in competition. Government policy has kept the Waverley Cricket Club in existence over the years and without particular government policy it would be destroyed.

The Victorian state government initiative of 'good sport accredited clubs' granted the Waverley Cricket Club Community (WCC) its liquor license which stipulates that the WCC can serve alcohol to patrons under the law. This state government initiative has strengthened the WCC community as it is a large source of revenue for the community and allows for the WCC to fund for luxuries such as new training gear and the like. Without this liquor license the WCC would be severely hampered financially as certain luxuries may not be afforded and may potentially cause for members not to join the community.

Another government policy that has significantly strengthened the WCC community is the local Monash Council's contract which leases off the ground of Lum Reserve and the subsequent pavilion to the WCC. Without the Monash council's acceptance of leasing the grounds and pavilion to the WCC, the community exists as there would be nowhere to share the common interest of playing cricket – the soul purpose of the community.

Example 2

The Murrumbeena Cricket Club was formed in 1910 and was by the majority Anglo Saxon until the mid 1980s. This was when the Multiculturalism policy was felt at the Murrumbeena Cricket Club. Multiculturalism refers to the policy adopted by the Federal government whereby people could come to Australia with no distinction between cultures, the people coming to Australia did not have to relinquish any of their former traditions or practices as long as they did not collide with Australian laws. The multiculturalism policy was adopted in 1973. The multiculturalism policy resulted in a large influx of Islamic members to the club who played cricket in their original country. The Islamic members of the Club celebrated a holiday known as Ramadan, whereby the strict followers of Islam are not to eat between sunrise and sunset. This brought about health risks for the club and the VTCA league (Victorian Turf Cricket Association) for they would be held liable. An agreement was reached whereby the Islamic members would play the half day games played on a Sunday in order to avoid health risks.

Section B
Question 3
This section of the examination related to Area of Study 2 – Australian cultural communities. It required the students to demonstrate their understanding of the multiple ways it is possible to describe Australian culture. Questions 3a. and 3b. were particularly well done, with students employing good representation analysis skills. Questions 3c. and 3d.,

however, were quite poorly executed. The most common error was a failure to link to external evidence studied throughout the year.

Question 3a.

Marks	0	1	2	Average
%	1	10	89	**1.9**

This question required students to identify two 'un-Australian' values and behaviours contained within the representation given. There were many possible examples available to students, including:

- men insulting and not showing respect to women
- engaging in mob mentality
- physically assaulting women
- associating with terrorist organisations
- 'kicking a person when they are down'
- fans assaulting sporting figures
- the abolition of the 'fair go'
- the abolition of core principles of democracy and rules of law
- not being involved in traditional activities such as betting on Melbourne Cup Day
- avoiding sporting competition and lacking courage.

Question 3b.

Marks	0	1	2	3	4	Average
%	3	7	14	27	49	**3.1**

Students were required to describe Australian values and behaviours with reference to the representation. Students needed to cover some of the following areas:

- men respecting women
- opposing mob violence
- men not physically assaulting women
- supporting lawful and peaceful change
- respecting people who are vulnerable
- fans being supportive and respectful to sports figures
- giving people a 'fair go' within the workplace
- respecting Australia's rules of law and democracy
- being involved in traditional activities such as betting on the Melbourne Cup
- sporting figures demonstrating courage in their performance.

Question 3c.

Marks	0	1	2	3	4	Average
%	7	22	33	25	13	**2.2**

Good responses to this question provided a short definition of Australian culture and values before moving on. For example, adherence to democratic principles, belief in a 'fair go', ethnic tolerance, respect for the rules of law and being respectful to women.

Students were then required to identify specific issues that have had an impact on Australian culture and values. Students were expected to provide evidence with an explanation of its relevance to the question. Appropriate examples included terrorism, sexism, gang violence, power of the state, individualism versus team play, equality, events that were said to enhance and/or erode democratic principles, ethnic tolerance and support for multiculturalism and women's rights.

Following is an example of a good response.

Terrorism is highlighted as a key issue affecting our culture and values as Australians. Our democratic values such as freedom of speech, association and movement are being compromised by the government's introduction of the Anti-Terrorism Act in 2005; including sedition laws, control orders and preventative detention.

Treatment of females is highlighted as also affecting our cultural values of equality and tolerance. Incidents such as mentioned in the article by Dermott Brereton and Ken Moroney create fear for females in public places. This particularly relates to physical violence being resorted to in order to solve problems and arguments.

Question 3d.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	3	3	9	12	18	19	15	11	7	4	1	**4.8**

This question required students to define multiculturalism, specifying that it is a federal government policy. In addition, students needed to define and explain what it means to be un-Australian in a contemporary context. Good responses clearly stated an opinion and referred to both the representation and material studied throughout the year. The most common error was a failure to draw upon external evidence to substantiate the ideas put forward.

The most common interpretation of the question was to see contemporary Australia as being caught between an older style of Anglo/Celtic culture and value system, with a newer style of multiculturalism. This has, in turn, meant that the idea of being un-Australian is actually unclear and open to debate and controversy.

Following are excerpts from some good student responses.

Example 1
The representation suggests that behaviours such as 'kicking someone when their down' (metaphorically) and 'adopt a mob mentality' are viewed to be 'un-Australian' as it doesn't reflect the value system embedded within the Australian national culture. Issues of 'cross cultural tensions' are highlighted by the representation as evident within the Cronulla race riots ... The representation deems culture/race related violence as 'un-Australia' as multiculturalism is a key Australian policy as is the value of respecting diversity.

Example 2
The term 'un-Australian' does have relevance in Australia's modern multicultural society. Being 'un-Australian' can cover many undesirable behaviours from terrorist association to the 'mob mentality' that was the Cronulla riots .… being Australian can mean you are a citizen or simply follow our values. The David Hicks issue is one which demonstrates being 'un-Australian' on his behalf by associating with terrorists, however, in his case the Australian government acted 'un-Australian' in not defending him as a citizen or at least removing him from detention...

Section C
Question 4
This section of the examination related to Unit 4, Area of Study 1 and, as such, required students to draw upon their knowledge of the various experiences of citizenship within Australian society as shaped by factors such as age, ethnicity, gender and sexual identity. Students who paid careful attention to the requirements of each question and drew upon external evidence when answering Questions 4c. and 4d. performed well.

Question 4a.

Marks	0	1	2	3	4	Average
%	1	4	11	27	57	**3.4**

Students were required to list four basic citizenship rights available within Australia. Appropriate examples included: voting, employment, welfare services, health care, education, legal representation, to own land, protection by law/police, freedom of speech, freedom of movement and marriage. Good sources of evidence to draw upon were: the Australian Constitution, the *Australian Citizenship Act 1948* and the *Equal Opportunity Act 1995*. In order for marks to be awarded the rights needed to be formally documented.

It is important to note that many students did not use their time effectively and included too much detail, rather than simply listing the examples.

Question 4b.

Marks	0	1	2	Average
%	6	25	69	**1.6**

The issue being explored in this question was that Australian citizens who are in same-sex relationships are unable to exercise their perceived citizenship right to choose who they wish to marry. The question required students to refer to both the photograph and written text in their response. Appropriate evidence included a description of the happy faces of the couple, the certificate in the couple's hands and comparisons with the experiences of British and Canadian citizens.

Following are some examples of good responses.

Example 1

> *Both Jason and Adrian pictured in the photograph hold a certificate of marriage together which was granted in Canada who have legalised gay marriage, as stated in the text. They are being discriminated against and denied rights that other Australians can access based on their sexuality.*

Example 2

> *The citizenship issue for the couple in the representation is that they are not able to be recognised in Australia as a married couple although recognised in Canada. 'It's very important we watch all our Commonwealth neighbours – Britain, now has civil unions, Canada has full marriage, South Africa's about to follow with full marriage, and we are going backwards'. As global citizens the issue is that we need to follow our allies footsteps in order for social cohesion.*

Question 4c.

Marks	0	1	2	3	4	Average
%	17	16	32	25	10	**2.0**

Students needed to assess the two statements listed directly above the question and refer to the representation and material studied throughout the year in their responses. In order to answer the question fully, students needed to define and explain the citizenship rights concerned and support their responses with examples. Strong answers noted the inconsistency in the experiences of same-sex attracted citizens both internally and within a global context.

Following are two examples of good responses.

Example 1

> *The main issue in this representation is the right for two citizens of the same sex to get married or receive a civil union. At the current time in Australia it is illegal for two men or two women to be married, and Adrian Tuozon's and Jason McCheyne's marriage 'flies in the face of Australian government policy' ... basic citizenship rights Australian's should all posses is the right to vote, run for parliament, serve in the armed forces, and apply for any other government related jobs.*

Example 2

> *Civil liberties as a part of being an Australian citizen, such as freedom of association, freedom of choice and freedom of movement also include the right not be discriminated against based on gender, ethnicity or sexuality. Both men and women should have the right to be treated equally on returning to Australia with a marriage regardless of whether it is with the same-sex or opposite. This discrimination has the possibility of threatening social citizenship rights, such as employment, equal wage and the right to own land, as it carries negative connotations.*

Question 4d.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	8	2	3	8	12	16	17	15	11	5	2	**5.2**

Students who responded well to this question:
- defined citizenship
- described the key characteristics of three groups
- explained the experience of the groups
- referred to both the representation and external evidence to support their discussion.

Many appropriate case studies were included, such as the unequal treatment of young people, older citizens, Aboriginal and Torres Strait Islander (ATSI) peoples, women, Muslim communities and same-sex attracted communities.

The following is a composite of examples that address the steps outlined above.

> *The experience of citizenship differs significantly according to sexual preference, ethnicity and age. Citizenship refers to the formal membership that an aspiring citizen is granted ... Citizenship means that that person now shares all the rights, responsibilities and privileges as each other, at least in theory. Many groups have been and are experiencing citizenship differently, none more so than the ATSI people.*

> *The ATSI people or Aboriginal and Torres Strait Islander People indeed experience citizenship differently. For the ATSI people there are policies put in place to make it harder for them to receive their welfare benefits. Welfare benefits are a privilege that all citizens of Australia should be granted. The government has put in place the Mutual Obligation policy, whereby SRA or Shared Responsibility Agreements are put in place between individual ATSI communities and their Federal government. A perfect example of such a community is Mulan in Western Australia, whereby the families had to keep their houses and yards clean, wash their children's faces and attend school in order to receive fuel pumps. Another good example of such a community is Wadeye where the slogan 'No school no pool' was adopted. SRA's [maintain] a racial stereotype or stigma that has been placed on the ATSI people.*

Same-sex marriages aren't allowed in Australia whereas (like every where else) heterosexual marriages are. There are several problems that cause different experiences of citizenship. Gay individuals have still been denied promotions, opportunity and career paths in the workplace. There have been issues of landlords denying selling/renting houses or land to same-sex couples on the basis of sexual performance. Compensation to a widow of male or female gender, does not come under the definition of 'spouse' and therefore they do not receive any compensation.

Youths experience citizenship differently to others. People under 18 years of age are unable to vote in local, state and Federal elections, receive different pay rates to a 19 year old and are not allowed to view all movies that a 19 year old can view, such as the 'R' rated types.

Women in Australia have a different experience of political aspects of citizenship. Only 25% of Federal and State politicians are females, not evenly representing their quota in the population. This means that women's related issues such as IVF, abortion and maternity leave are likely to be decided largely based on male opinions as opposed to women, who the issues relate to. This under representation is a result possibly due to women choosing other areas of employment, or perhaps media portrayals of politicians (such as Cheryl Kernot Labor MP) which is often degrading and derogatory.

Section D
Question 5
The short essay section of the examination paper was, unfortunately, poorly answered by many students. Responses often contained a limited amount of genuine discussion. It is critical that students adhere more closely to the essay format by giving detailed, structured responses that state a clear contention and then support the contention with relevant examples.

Question chosen	none	a	b	c
%	3	58	15	24

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
%	6	3	4	3	5	5	6	7	7	8	6	7	6	5	6	4	3	2	4	2	1	9.1

Question 5a.
In order to fully answer this essay topic students needed to:
- define globalisation
- examine the impact within an Australian context
- make assertions based on evidence about social life in the future
- address the question with an evaluation; therefore, a judgement needed to be made about whether globalisation is good or bad, or contains elements of both
- adhere to an essay structure.

Appropriate themes that were explored included: work–family balance, under/unemployment, environmental damage, racial tolerance, increasing diversity in work choices and a greater range of interesting recreational activities.

Following is an example of part of a strong response.
Globalisation can best be described as the growth of global interdependence resulting in political, social and economic integration via the flow of people, goods and services through national borders via the use of modern technology such as the internet and modern transport such as aeroplanes.

Americanisation [has had] a major impact ... upon Australian social life. American entertainment has dominated the global entertainment industry therefore creating somewhat of a monoculture that is primarily influenced by American culture.

In contrast globalisation could prove beneficial for Australian social life as it may result in a greater understanding and appreciation of different cultures. Many ethnicities and cultures are represented within Australia and may allow for greater opportunity for individuals. The embracing of different cultures may lead to economic efficiency and understanding of it allows for a greater level of communication when communicating on a global scale. For example, the Languages Other Than English subjects offered within schools allow for a greater appreciation for the languages of different countries and most open up job prospects in different nations for the future.

Question 5b.
This question required students to examine the capacity of both individuals and communities to respond to the various changes caused by globalisation. Students were required to:
- define globalisation
- specify what change(s) has occurred as a result of globalisation

- take a position on whether individuals or communities can respond. In doing so, a discussion of globalisation from above and below was appropriate
- describe how the various groups or individuals can respond
- support the discussion with examples and evidence explored throughout the year
- adhere to an essay structure.

Appropriate examples that related to the acceptance and positive nature of globalisation included: appreciating the tolerance of 'others' that has evolved; enjoying food and music; travelling; taking advantage of various economic opportunities; and educating others about the social and human costs of globalisation.

Arguments relevant to the position that globalisation is a negative force which needs to be challenged included: engaging in protest rallies; signing petitions; voting; and challenging negative behaviours such as racism and damage to the environment.

Following is an example of part of a negative response to the question posed.

One of the main changes from globalisation is cultural imperialism and the best way to respond ... is through ethical consumerism. Cultural imperialism refers to the practise of promoting the culture or language of one nation in another. It is often the case that the former is a large, economically or militarily strong nation, and the latter is a smaller less affluent one ... Americanisation is evident in Australian society with American owned brands such as Nike and GAP seen all over Australia. A good way to respond to forces ... is through ethical consumerism ... whereby you purchase locally owned and manufactured products over overseas owned ... For instance, buying Australian juice or Dick Smith products.

Question 5c.
This essay topic required students to discuss both the negative and positive impacts of globalisation on both human rights and democratic culture within Australian society. In order to fully address this essay question, students needed to:
- define the following key concepts: globalisation, human rights and democratic culture
- provide a response that focused on Australian society rather than global communities
- provide at least three specific examples supported by evidence
- explore both the positive and negative impacts and then make an assessment within the conclusion (as the question asked students to discuss)
- adhere to an essay structure.

Positive impacts on human rights and democratic culture included: increased awareness of global human rights; the work of transnational groups such as Amnesty, Oxfam and Greenpeace, which mobilise public support for human rights and ecological issues and raise awareness of non democratic practices; and the role of trade unions and church groups, which challenge economic and labour exploitation.

The negative impacts included: the companies' avoidance of their obligations to be respectful of human rights and economic sustainability; continuation of slave labour, child soldiers and child prostitution; ongoing chronic world poverty; and the impact of the ASIO Bill and anti-terror legislation.

The example below examines both positive and negative effects of globalisation.

The impact of globalisation such as technology and multinational and transnational corporations can have both positive and negative affects on human rights and a democratic culture. Technologies such as the Internet and media have become increasingly used and popular in our world. They provide isolated communities and cultures to access information sources for news and to interact with others. The breakdown of cultural and social boundaries is assisted by technology, which means a higher level of tolerance and understanding of other cultures on the other hand technology has provided an outlet for terrorism to grow. The ability to gather followers on the Internet from other nations makes it increasingly harder to find the culprits and locations of terrorists. The ability to create global fear via media sources such as television, video and the Internet is one exercised frequently in today's world. As a result of the growth of terrorism, the Australian government introduced the Anti terrorism Bill 2005; including the sedition law, restricting what you can and can't say, and control orders, restricting freedoms of movement and association. Not only are these rights basic human rights, as stated in the UNs declaration of human rights of which Australia is a signatory, but also basic rights of being a citizen in a democratic nation.

The growth of free trade and a breakdown in economic barriers are both key components of globalisation. A large result of this is the growth of multinational and transnational corporations such as Coke and McDonalds. This has had negative impacts for many human rights, particularly in developing nations. As labour is cheaper in developing nations, such as Cambodia, many multinational corporations move their factories over there to take advantage of this. This results in huge job losses for developed nations (such as occurred in Australia in 2005, Kodak moved its production company to India) as well as lowered human rights standards as a result of no unions and workers contracts.