

**Victorian Certificate of Education  
2014**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER           Letter

**SOCIOLOGY**  
**Written examination**

**Thursday 6 November 2014**

**Reading time: 3.00 pm to 3.15 pm (15 minutes)**

**Writing time: 3.15 pm to 5.15 pm (2 hours)**

**QUESTION AND ANSWER BOOK**

**Structure of book**

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	3	3	20
B	2	2	20
C	2	2	20
D	2	1	20
			Total 80

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

**Materials supplied**

- Question and answer book of 21 pages.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

**Instructions**

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

**SECTION A****Instructions for Section A**

Answer **all** questions in the spaces provided.

*Use the following representations to answer Questions 1–3.*

**The Apology (transcript)**

I move:

That today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history.

We reflect on their past mistreatment.

We reflect in particular on the mistreatment of those who were Stolen Generations – this blemished chapter in our nation’s history.

The time has now come for the nation to turn a new page in Australia’s history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

For the future we take heart<sup>1</sup>; resolving that this new page in the history of our great continent can now be written.

We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.

A future where this Parliament resolves that the injustices of the past must never, never happen again.

A future where we harness the determination of all Australians, Indigenous and non-Indigenous, to close the gap that lies between us in life expectancy, educational achievement and economic opportunity.

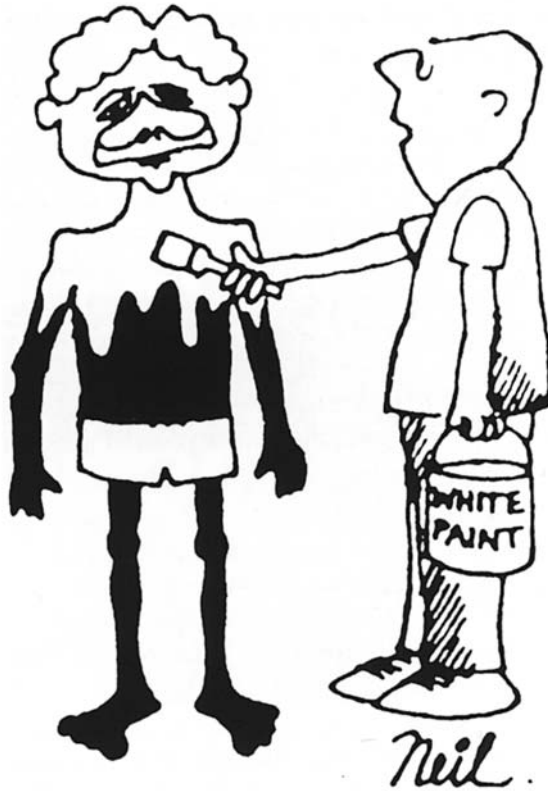
A future where we embrace the possibility of new solutions to enduring problems where old approaches have failed.

A future based on mutual respect, mutual resolve and mutual responsibility.

A future where all Australians, whatever their origins, are truly equal partners, with equal opportunities and with an equal stake in shaping the next chapter in the history of this great country, Australia.

Source: Commonwealth of Australia, House of Representatives 2008, *Hansard*, ‘Apology to Australia’s Indigenous Peoples’, Kevin Rudd (Prime Minister), vol. 296, 13 February 2008, p. 167

<sup>1</sup>**take heart** – feel hopeful



“ OLD WHITE MAN  
CEREMONY CALLED  
ASSIMILATION. ”

Source: Neil Matterson (cartoonist); in Rhonda Craven (ed.), *Teaching Aboriginal Studies*, Allen & Unwin, Crows Nest, 2011, p. 79

**Question 1** (2 marks)

Define Australian Indigenous culture.

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**Question 2** (12 marks)

In 2008, former prime minister Kevin Rudd’s Apology to Australia’s Indigenous peoples affected Australians in many ways.

a. Explain the purpose of the Apology.

2 marks

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b. Discuss how the Apology changed the perception of Australian Indigenous culture by non-Indigenous Australians.

4 marks

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c. Outline the main features of **one** government policy, referred to in the Apology, that ‘inflicted profound grief, suffering and loss’ on Indigenous Australians. Refer to the representations and/or material that you have studied this year.

6 marks

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**Question 3 (6 marks)**

Explain whether the use of the sociological imagination supports an ethnocentric or culturally relativistic view of Australian Indigenous culture. Refer to the representations and/or material that you have studied this year.

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**SECTION B****Instructions for Section B**

Answer **all** questions in the spaces provided.

*Use the following representations to answer Question 4.*

Due to copyright restrictions,  
this material is not supplied.

Source: AAP, 'New data shows six million born overseas', *The Australian*, 18 December 2013

**Foreign-born population aged 15 to 64 as percentage of total population and  
by region of birth in 2009–2010**

Country	Foreign-born population (% of total population)	Region of birth of foreign-born population (% of all foreign-born 15–64)				
		Africa	Asia	Latin America and the Caribbean	United States, Canada and Oceania	Europe
Australia	26.5	6.3	42.3	2.3	14.6	34.5
Germany	12.9	3.3	15.6	1.3	1.6	78.2
Iceland	11.1	2.5	13.7	2.4	5.6	75.9
Japan	1.7	0.5	75.4	17.7	3.5	2.8
Mexico	0.8	0.2	2.3	16.6	71.1	9.7
United States	12.5	4.1	27.1	52.4	2.6	13.8

Source: OECD, *Settling In: OECD Indicators of Immigrant Integration 2012*, OECD Publishing, December 2012

**SECTION B** – continued



**Question 4** (10 marks)

- a. Outline Australia's ethnic diversity. 2 marks

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- b. Demonstrate the extent of Australia's ethnic diversity by drawing a comparison with **one** other developed country. Use evidence from the representations and/or material that you have studied this year. 4 marks

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- c. Is the experience of ethnicity within Australian society mainly positive or mainly negative? Give reasons for your response, referring to the representations and/or material that you have studied this year.

4 marks

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**Question 5** (10 marks)

- a. Describe a specific ethnic group that you have studied this year. Outline **two** cultural activities that are unique to this group. 4 marks

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- b. Describe how the group identifies itself. 3 marks

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c. Identify **one** challenge faced by the group and explain how the group responded to the challenge.

3 marks

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**SECTION C**

**Instructions for Section C**  
 Answer **all** questions in the spaces provided.

**Question 6** (10 marks)

Discuss how the concept of community has changed over time. In your answer, include a consideration of the likely causes of this change. Refer to sociological theories that you have studied this year.

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**Question 7** (10 marks)

Does information and communications technology lead individuals to become socially isolated or does it expand their community involvement through digital networks? Refer to sociological theory and material that you have studied this year.

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**SECTION D**

**Instructions for Section D**

Write an essay in response to **one** of the following questions.

**Question 8 (20 marks)**

Compare **two** types of social movements and their ability to bring about social change.

**OR**

**Question 9 (20 marks)**

How do social movements influence social change? Discuss who and what changed over time with reference to **one** social movement that you have studied this year.

Question No.

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