

STUDENT NUMBER Letter

SOCIOLOGY

Written examination

Thursday 9 November 2023

Reading time: 2.00 pm to 2.15 pm (15 minutes)

Writing time: 2.15 pm to 4.15 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	7	7	40
B	4	4	40
			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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 24 pages, including **assessment criteria for Section B** on page 24
- Additional space is available at the end of the book if you need extra space 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.

Australian Indigenous culture

Question 1 (3 marks)

Outline Charles Wright Mills’ sociological imagination. Provide **one** example of how this concept can be used to better understand Australian Indigenous culture.

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Question 2 (7 marks)

Between 1880 and 1940 various Australian states implemented protection and segregation policies impacting on Indigenous Australians.

- a. Describe **one** protection and segregation policy, including how the policy was implemented. 3 marks

- b. Provide **one** detailed example of how Indigenous Australians responded to the protection and segregation policy described in **part a.** above. 4 marks

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Ethnicity

Use the following information to answer Question 3.

Representation 1

Australian Census Data 2021

Country of Birth

- 27.6% of the population were born overseas (from more than 200 countries).
- 66.9% were born in Australia.

Top 10 countries of birth in Australia (excluding born in Australia) 2021			
	Proportion of population (%)		Proportion of population (%)
1. England	3.6	6. Vietnam	1.0
2. India	2.6	7. South Africa	0.7
3. China	2.2	8. Malaysia	0.7
4. New Zealand	2.1	9. Italy	0.6
5. Philippines	1.2	10. Sri Lanka	0.5

Ancestry

- 22.2% of people living in Australia who were born in Australia have one or both parents born overseas.

Top 10 ancestries in Australia 2021			
Ancestry first choice (The 2021 Census allowed for two ancestries to be named.)	Proportion of population (%)	Ancestry first choice	Proportion of population (%)
1. English	32.5	6. Italian	3.2
2. Australian	18.4	7. Australian Aboriginal	2.8
3. Irish	5.1	8. Indian	2.7
4. Chinese	5.0	9. German	1.7
5. Scottish	3.5	10. Filipino	1.2

Language

- 22.8% of the population use a language other than English at home.
- More than 400 languages other than English are spoken in Australia, including 167 Australian Indigenous languages.

Top 10 most common languages (other than English) in Australia 2021			
	Proportion of population (%)		Proportion of population (%)
1. Mandarin	2.7	6. Greek	0.9
2. Arabic	1.4	7. Italian	0.9
3. Vietnamese	1.3	8. Hindi	0.8
4. Cantonese	1.2	9. Spanish	0.7
5. Punjabi	0.9	10. Nepali	0.4

Sources: adapted from <<https://www.abs.gov.au>>; <<https://racismnoway.com.au>>

b. Compare Australia's current ethnic diversity to **one** other developed country. Refer to Representation 1 and/or material that you have studied this year in your comparison.

3 marks

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**SECTION A – continued
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Community

Use the following information to answer Questions 4 and 5.

Representation 2

Disability Arts Collaboration Space

Private group – 832 members

Join Group

This group is an online community for people in Victoria living with a disability. It is a space to share their passion for art with other like-minded people. We welcome artists working in all art forms such as visual art, sculpture, design, performing arts and writing. Deaf and disabled people who are working in the arts are also welcome. Our community is a safe space for artists to share their art, news of art events and opportunities, and to ask questions of others in the group.

This group is for deaf and disabled people. We use the term ‘deaf and disabled people’ in line with the Social Model of Disability as described on the Arts Access Victoria website:

The term ‘deaf and disabled people’ includes anyone with a lived experience of disability. This could be:

- visible or invisible
- sensory or physical
- neurodiverse
- cognitive
- intellectual or developmental
- mental health or illness

This is not a group for parents, carers, support workers or disability allies. Deaf and disabled people of all backgrounds are welcome. We value contributions from First Nations people, LGBTQIA+ people, people from culturally and linguistically diverse backgrounds, and people of colour.

To ensure that the posts in this group are accessible to all members, please provide image descriptions, transcripts of audio, captions on videos, content warnings and limited flashing lights. Other group members or the group administrators may be able to assist you to add these to your post if you are unsure of how to do so. When sharing your post, just write a comment asking for someone in the group to help with accessibility provision.

When posting or commenting in this group, please ensure you remain respectful. Remember that although you are communicating digitally, there is a real person who will receive your comments. Posts are shared for the benefit of all members of this group and should not be shared outside the group. Comments that appear to be personal attacks or intimidation are not acceptable. Please also respect the time of people who may comment on your posts by ensuring that once a post has been made it is not deleted. If you have identified an issue with a post, please contact the group administrators for advice on how to update it.

Please ensure that you have read through the rules for this group before posting or commenting.

Source: adapted from <<https://www.facebook.com/groups/australiandisabilityartscommunity>>;
<<https://www.artsaccess.com.au/about/our-language/>>

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Question 4 (4 marks)

Explain, using **two** examples from Representation 2, how information and communication technologies (ICT) might increase feelings of inclusion or exclusion for Disability Arts Collaboration Space members.

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Question 5 (6 marks)

Analyse, using **two** examples other than ICT, how the Disability Arts Collaboration Space in Representation 2 maintains and strengthens a sense of community among its members.

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Social movements and social change

Question 6 (4 marks)

Explain how the sociological concept of social change relates to social movements.

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Question 7 (6 marks)

Analyse the nature and purpose of two different types of social movements, to highlight the extent to which these social movements can be categorised as alternative, redemptive, reformative or revolutionary.

Type of social movement 1 _____

Type of social movement 2 _____

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SECTION B

Instructions for Section B

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

Your responses will be assessed according to the assessment criteria set out on page 24.

Question 1 (10 marks)

Describe the historical and political context of **one** issue relating to Australian Indigenous culture. Assess **one** change in awareness of Australian Indigenous culture as a result of the historical and political context.

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SECTION B – continued
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SECTION B – continued
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Question 4 (10 marks)

Examine how **one** social movement you have studied this year has progressed or is progressing through the four stages of a social movement.

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Assessment criteria for Section B

The extended-answer questions in Section B will be assessed against the following criteria, as appropriate:

- explanation and application of sociological concepts, theories and methods
- knowledge and/or analysis and/or evaluation of sociological experience, perspectives and change
- use and/or evaluation of a range of relevant evidence/sources
- synthesis of evidence to draw conclusions

END OF QUESTION AND ANSWER BOOK