



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

Tasmanian Certificate of Education
External Assessment 2018

PLACE YOUR CANDIDATE
LABEL HERE

SOCIOLOGY

(BHS315116)

Time allowed for this paper

- Working time: 2 hours
- Plus 15 minutes recommended reading time

Pages:	12
Questions:	8

Candidate Instructions

1. You **MUST** make sure that your responses to the questions in this examination paper will show your achievement in the criteria being assessed.
2. There are **TWO** sections to this paper.
3. You must answer:
 - **ONE** question from **Section A**
 - **ONE** question from **Section B**
4. Answer each **question** in a separate answer booklet.
5. It is recommended that you spend approximately 60 minutes on each section.
6. All written responses must be in English.

On the basis of your performance in this examination, the examiners will provide results on each of the following criteria taken from the course statement:

Criterion 1 Analyse theories about socialisation, identity construction and deviance.

Criterion 2 Analyse theories about institutions.

Criterion 7 Communicate sociological ideas, information, opinions, arguments and conclusions.

BLANK PAGE

SECTION A

Socialisation: Conformity and Deviance

In essay form, answer **ONE** question from this section, in response to the material in **any** one or more of the extracts (stimuli) provided in Section A.

Use a separate answer booklet for this section.

This section assesses **Criteria 1 and 7.**

Stimulus 1 – Socialisation

Conforming to society's norms



The primary way in which social order is produced is through the ongoing, lifelong process of socialisation that each person experiences. Through this process, we are taught from birth the norms, rules, and behavioural and interactional expectations that are common to our family, peer groups, community, and greater society. Socialisation teaches us how to think and behave in accepted ways, and in doing so, effectively controls our participation in society. When we fail to conform to norms, rules and social expectations, we suffer sanctions that remind us of their social importance and that serve to control our behaviour. Informal social control is enforced by rewards and sanctions. Reward often takes the form of praise or compliments, but also takes other common forms, like high marks on school work, promotions at work, and social popularity. Sanctions used to enforce informal social control...tend to be social in form and consist mainly in communication or lack thereof, but can also take the form of poor marks in school or being fired from work, among others. In many cases, a simple police presence is enough to create formal social control. In others, police might intervene in a situation that involves unlawful or dangerous behaviour in order to stop it. (Source: Adapted from <https://www.thoughtco.com/social-control-3026587> 20/05/2018; Source of image: <http://www.abc.net.au/news/2018-05-30/are-there-too-many-cops-in-australia-the-signal/9813654>)

Stimulus 2 – Identity construction

Social self

George Herbert Mead, a sociologist from the late 1800s, is well known for his theory of the social self, which includes the concepts of 'self,' 'me,' and 'I.' Mead's work focuses on the way in which the self is developed. Mead's theory of the social self is based on the perspective that the self emerges from social interactions, such as observing and interacting with others, responding to others' opinions about oneself, and internalising external opinions and internal feelings about oneself. The social aspect of self is an important distinction because other sociologists and psychologists of Mead's time felt that the self was based on biological factors and inherited traits. Mead explains the self is not there from birth, but it is developed over time from social experiences and activities. According to Mead, three activities develop the self: language, play, and games. The 'me' is considered the socialised aspect of the individual. The 'me' represents learned behaviours, attitudes, and expectations of others and of society. This is sometimes referred to as the generalised other. (Source: Adapted from <https://study.com/academy/lesson/george-herbert-mead-the-self-me-i.html> 29/05/2018)

Section A continues

Section A (continued)

Stimulus 3 – Alternative sociological theories of deviance

Youth crime in Australia



In 2013, the offending rate for people aged 15 to 19 was three times that of all other offenders, 5340 per 100,000 compared with 4,479 per 100,000 for those aged 20 to 24. The Australian Institute of Criminology (AIC) said while the figure had slightly declined in recent years, the highest number of offenders over the past four years had been in the 15 to 19 year age group. A breakdown of figures from the Australian Bureau of Statistics (ABS) reveals people aged between 10 to 19 represented just under a quarter of all offenders - despite only making up 14 per cent of the population. The figures don't surprise Professor Mark Halsey from Flinders University who told *news.com.au* youth offenders could be split into two groups - those who commit just the single, or a few offences, and grow out of that sort of behaviour and those who don't grow out of it, thus running the risk of becoming career criminals. According to Professor Halsey, "a small number of them go on to be persistent offenders and keep going back to court [and] graduate to the adult system." Solving the problem required taking action when the individual first began to misbehave, "not necessarily when they first offend or when the conviction is entered." And doing that didn't mean "labelling" them as offenders and creating a stigma. "Because you don't want to make the problem worse" Professor Halsey noted. A NSW Bureau of Crime Statistics and Research paper on the causes of crime found truancy, the influence of peers, performance at school and poverty all could be factors in crime-prone individuals. (Source: Adapted from <https://www.news.com.au/national/crime/teenagers-are-australias-most-arrested-people/news-story/21fde14f95c6772e56268dc07e014f96> 18/05/2018)

Stimulus 4 – Relativity of deviance

Deviant behaviour of the past is now the social norm



What is considered deviant behaviour changes over time. A hundred years ago racism was the norm and even people who did not attend church believed in God. Men smoked and women began to smoke cigarettes. Homosexuality was almost never acknowledged, much less tolerated. In contemporary Australian society same-sex marriage is now legal. As a result of societal evolution, tolerance of what was once considered deviant, is for the better. The more people accept variation and diversity, the stronger a social fabric becomes. For example, acknowledging racism and homophobia as societal attitudes of intolerance promotes compassion. It allows more people to have dignity and acceptance, as well as belonging. When included, more people get along. Clearly, not every new acceptance of formerly "deviant" behaviour is for the better. There are some things once considered the norm that are rare, and the loss of these behaviours makes society less cohesive. People today are much more tuned in to their electronic devices and manners are less evident. People do not dress up as often, nor do they take the time to notice when others do. Entertainment is shallow and trashy. People ignore neighbours and sometimes even family. These are all behaviours that were once considered deviant, but are now all too commonplace. (Source: Adapted from <http://www.actforlibraries.org/deviant-behavior-of-the-past-in-now-the-social-norm/> 11/05/2018; Source of Image: <http://www.abc.net.au/news/2015-08-15/marriage-equality-activists-rally-after-bruising-week/6699782>)

Section A (continued)

Section A continues

In essay form, answer **ONE** question from this section. Use the material in any one or more of the extracts (stimulus material) provided in Section A, as well as information from the course. Use sociological terms and concepts in your answer.

Question 1

Using the stimulus material and information from the course discuss and evaluate alternative views, including theories, about the process of socialisation and mechanisms of social control.

Question 2

Explain the role socialisation plays in determining how an individual's identity is constructed. Using the stimulus material and information from the course evaluate alternative views, including theories, in relation to the development of self.

Question 3

Explain and evaluate alternative sociological theories as to why some young people are more likely to be involved in criminal behaviour in contemporary Australian society. Use the stimulus material and information from the course to support your argument.

Question 4

Using information from the course and from the stimulus material, define deviance and discuss what is meant by the relativity of deviance. Evaluate alternative views, including theories, that arise when trying to describe why deviance occurs.

SECTION B

Institutions: Power and Politics

In essay form, answer **ONE** question from this section, in response to the material in **any** one or more of the extracts (stimuli) provided in Section B.

Use a separate answer booklet for this section.

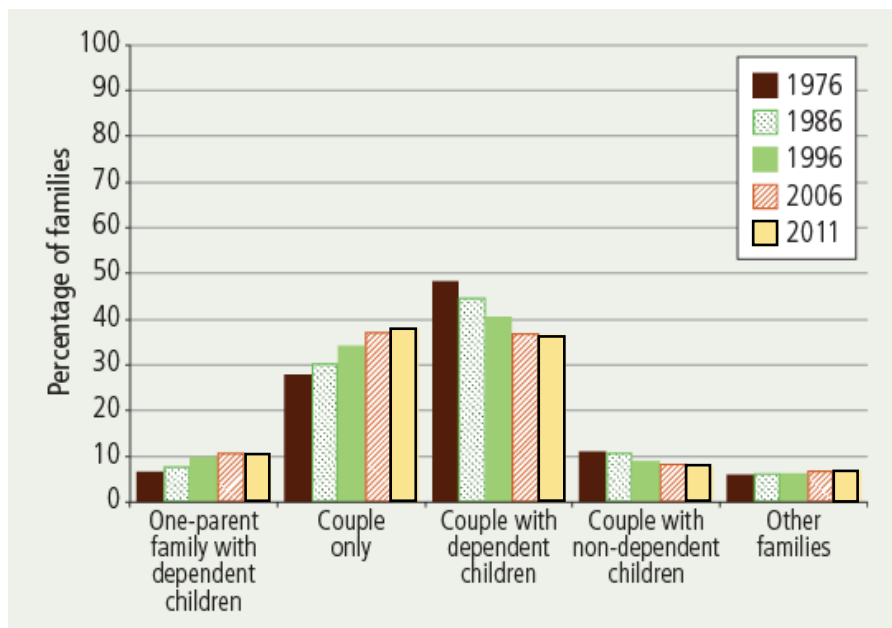
This section assesses **Criteria 2 and 7**.

Stimulus 5 – The Family

Changing family forms in Australian society

Figure 1 (below) shows the level of change that has occurred in family forms since 1976.

Figure 1: Family forms, 1976-2011



While the changes in the representation of different family forms (**Figure 1 above**) are considerable, they represent the net effects of even greater levels of change in the life courses and life chances of individuals. For instance, some single parents with dependent children will have re-partnered, thereby becoming couples with dependent children, while some couples with dependent children will have separated, with the mother and children typically forming a one-parent family for a time. Transitions into different family forms can have important financial implications, with flow-on social effects. For example, most one-parent families with dependent children are formed through relationship breakdown, and most are headed by mothers (86% in 2011). These families tend to be considerably worse off financially than other families. On the other hand, re-partnering is likely to improve their financial circumstances.

(Source: Adapted from <https://aifs.gov.au/publications/australian-households-and-families> 01/06/2018)

Section B continues.

Section B (continued)

Stimulus 6 – Education

Education changes: the haves and have-nots

According to the Australian Bureau of Statistics (ABS), the Australian education sector has changed over time with private (independent) schools' share of full-time enrolments increasing from 4.1 per cent in 1970 to 14.5 per cent in 2016. In the last decade, the average annual increase in full-time enrolments in the Independent sector, at 2.2 per cent, has consistently exceeded the average growth at Catholic (1.2 per cent) and government (0.9 per cent) schools. It appears some of our most extravagant school resources are concentrated within the private education system. A case in point is the full-size football field to go with a soon-to-be-completed Olympic swimming pool at Trinity Grammar School in Sydney's inner west. "That's excessive, it's beyond what is needed to provide a decent education," says University of Sydney Professor of Education and Equity, Deb Hayes. "Especially when we leave other students lacking some of the most basic things." As a society that prides itself on a fair go for all, how do we justify some kids having access to that and others not?" Dr Hayes says. "Particularly when the children and young people who have an abundance of access to those technologies in school are more likely to have access to those technologies at home. "Highlighting the imbalance between public and private schools only adds to the problem, Dr Hayes says. By doing so, she says, it reinforces the stereotypical view that public schools are lower quality when, in reality, they are doing a good job educating children in challenging circumstances with fewer resources..."Really the issue is how we can get better outcomes for all kids," she says. "In a wealthy country, by having such disparity within schools, there's something seriously wrong." (Source: Adapted from <https://www.sbs.com.au/news/school-resources-the-haves-and-have-nots> 01/06/2018)

Stimulus 7 – Work

How work impacts family

The recently released Australian Council of Social Services (ACOSS) report, *Poverty in Australia 2016*, tells us that lone parents experience more poverty due to their lower levels of employment, triggered by the undiluted responsibilities they shoulder which in turn restrict employment choices and options. The latest Household, Income and Labour Dynamics in Australia (HILDA) report reinforces that this inability to secure suitable, reliable work results in high levels of poverty and welfare reliance...Single mothers want to work, and do work. However, there are not enough family friendly jobs which sole parents desperately want and need. The ACOSS report reveals that lone parents, 84% of whom are single mothers, have the highest prevalence of poverty of all family types, and have done for a long time. In fact, the report tells us that one third of lone parent families (34%) are living below the poverty line of 50% of the medium income. This means that 41% of children in lone parent families are in poverty (compared with 12.5% of children in couple households), an increase over the past 10 years (or more). The casualisation of the workforce has taken a terrible toll on women, with steadily increasing underemployment and increasingly unreliable incomes. Unaffordable housing is another trigger of poverty, with a significant number of service users paying 55% or more of their limited income on housing. This leaves little for groceries, utilities and school expenses, and nothing for recreational activities or holidays, which just don't happen in low income single mother families. The situation is dire for these families and the children growing up in them. In amongst our prosperous society, we have a cluster of disadvantage that has proven stubborn. (Source: Adapted from <http://www.csmc.org.au/2016/10/stubborn-poverty-facing-single-mother-families/> 28/05/2018)

Section B continues.

Section B (continued)

Stimulus 8 – Media

Australian media at a crossroads amid threats to diversity and survival



History shows us that every time there is significant reform of media regulations, the biggest media proprietors benefit at the expense of news diversity. Cross-media ownership law changes in the late 1980s resulted in a frenzy of print media company acquisitions and mergers. Twelve of the nineteen metropolitan daily newspapers changed hands; three of them changed ownership twice. And it hastened the death of all evening papers. Certainly that was in a different time, well before the existence of the new media age with commercial internet and digital news sites like Huffington Post and BuzzFeed. Yet this century, Australia still has one of the most concentrated media news ownership environments of any developed democracy. This concern about concentration of media ownership is premised on a public interest notion that news media is not a commodity like other products. It is ascribed a special role in society that is important to a healthy democracy - to provide a well-informed citizenry, and to enable critical scrutiny of political and other elites in their exercise of power. Fewer voices means more power to a few, more convergence of content and less diversity, and a real danger of less scrutiny.

(Source: Adapted from <https://theconversation.com/australian-media-at-a-crossroads-amid-threats-to-diversity-and-survival-77314> 29/05/2018)

Section B continues.

Section B (continued)

In essay form, answer **ONE** question from this section. Use the material in any one or more of the extracts (stimulus material) provided in Section B, as well as information from the course. Use sociological terms and concepts in your answer.

Question 5

Institutions (family, education, work, mass media) are not fixed. They transform over time. Using the stimulus material and information from the course, construct an argument that evaluates alternative theoretical explanations of the ways in which **at least two** of these institutions have changed over time in contemporary Australian society.

Question 6

Sociologists consider that social stratification is created and maintained in social institutions (family, education, work, mass media). Using the stimulus material and information from the course, construct an argument that evaluates alternative theoretical explanations for the role that **at least two** of these institutions play in stratification in contemporary Australian society.

Question 7

Institutions (family, education, work, mass media) do not exist in isolation. They interrelate with each other. Using the stimulus material and information from the course, construct an argument that uses alternative theoretical explanations to discuss the interrelationships between **two or more** of these institutions in contemporary Australian society.

Question 8

Power, or the ability of people or groups to exert their will over others, is exercised in social institutions (family, education, work, mass media). Using information from the course and from the stimulus material, construct an argument that uses alternative explanations, including theories, about the dimensions of power and politics in **at least two** institutions.

BLANK PAGE

BLANK PAGE



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

This question paper and any materials associated with this examination (including answer booklets, cover sheets, rough note paper, or information sheets) remain the property of the Office of Tasmanian Assessment, Standards and Certification.