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ASSESSMENT, STANDARDS
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SOCIOLOGY

(BHS315116)

Time Allowed:

- 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. Clearly indicate the question number answered on the front of the 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 document:

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

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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 – Identity construction

The peer group and social self



Source of image:
<https://unsplash.com/photos/tysecUm5HJA>

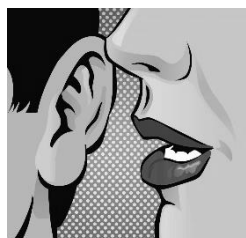
Besides the world of family and school, one's peer group highly influences the process of socialisation and social control. To use the terminology of G.H. Mead, peers become 'significant others'... peer groups serve a valuable function by assisting the transition to adult responsibilities. Teenagers imitate their friends in part because the peer group maintains a meaningful system of rewards and punishments. The group may encourage a young person to follow pursuits that society considers admirable. On the other hand, the group may encourage someone to violate the culture's norms and values by driving recklessly, shoplifting, or engaging in acts of vandalism and the like.

Why do some youth select peer groups which generally support the socially approved adult values while others choose peer groups which are at odds with adult society? The choice seems to be related to the self and self-image. Perhaps, this dictum works—"seeing is behaving". How we see ourselves is how we behave.

(Source: Adapted from <http://www.yourarticlelibrary.com/sociology/agencies-of-socialisation-family-school-peer-groups-and-mass-media/35087> 03/01/2019).

Stimulus 2 – Socialisation

Mechanisms of Social Control



Source of image:
<http://www.wiseoldsayings.com/gossip-quotes/>

Folkways, mores, customs, religion and morality are important ways of informal social control. These make up a huge part of our non-material culture and are internalised from childhood. The individual's sense of morality, right or wrong, is ingrained into them and he or she will often feel a sense of guilt if they go against it. The important thing to remember when discussing informal means of social control is that unlike the formal ways, there is no real 'punishment' for violations. The punishment lies in how the individual assesses the consequences of such violations. As an example, fear of being gossiped about can often be a big enough deterrent to deviant behaviour.

(Source: Adapted from <https://www.quora.com/What-is-informal-social-control> 05/01/2019).

Section A continues

Section A (continued)

Stimulus 3 – Alternative sociological theories of deviance

The revolving door of juvenile justice



Source of image:
<https://www.manchester.ac.uk/discover/news/young-people-criminals/>

...In the 1960s and '70s, "labelling theory" sought to provide answers to the revolving door phenomena: children who were formally charged and brought before the court were said to be more likely to self-identify, and be identified by others, as "delinquent". Not only do police and the courts label the child as a criminal, so too do their family, friends and community. Whereas police may have previously turned a blind eye, the youth now receives an increased level of scrutiny and greater likelihood of arrest. Other predicted effects are marginalisation, educational losses and exposure to more deviant peers and criminal subcultures. While labelling theories of recidivism have been [replaced] by new empirical research and theories about the psychological, environmental and situational causes of

crime, the notion that stigma accompanies court appearance remains an important rationale behind Australia's approach to dealing with young offenders. Avoiding penalties that are likely to stigmatise or harm the youth's prospects of rehabilitation is paramount...it is so important that initiatives to deal with crime in juvenile justice are driven by the best in theory and empirical research, and not by moral panic.

(Source: Adapted from <http://rightnow.org.au/opinion-3/the-revolving-door-of-juvenile-justice/> 10/01/2019).

Stimulus 4 - Relativity of deviance

Smoking then and now



Source of image:
<https://www.health.nsw.gov.au/tobacco/Pages/smoke-free-resources.aspx>

Smoking was permitted on planes in Australia until the mid-1980s. But in 1987, the government banned smoking on domestic flights. In 1990 the ban was extended to international flights in Australian airspace and by 1996 smoking was banned on all Australian international flights. Now the no smoking signs are always switched on. Tobacco companies have traditionally traded on smoking's "cool" factor in their advertising. However, there is little doubt that cigarette smoking has today become a deviant and stigmatised behaviour, at least in western countries (Bayer & Stuber, 2006; Goldstein, 1991; Hughes, 2002; Markle & Troyer, 1979; Stuber, Galea, & Link, 2009). For example, in Australia, smokers are routinely depicted in everyday discourse and media representations as ...unattractive, selfish and thoughtless addicts, but also as antisocial polluters and employer liabilities (Chapman & Freeman, 2008)...

(Sources: Adapted from <https://www.abc.net.au/news/2014-01-11/smoking-then-and-now/5194104> and https://www.researchgate.net/publication/249984940_Smoke_Gets_in_Your_Eyes_Cigarette_Smoking_as_Deviant_Behavior 20/01/2019).

Section A continues

Section A (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 A, as well as information from the course. Use sociological terms and concepts in your answer.

Question 1

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.

OR

Question 2

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.

OR

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.

OR

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 - Media

Power and change in the second media age



Source of image: <https://ellber.wordpress.com/2014/10/11/the-second-media-age-what-is-it-and-where-did-it-come-from/> 05/04/2019

The rate at which technology has changed with the onset of wifi, the Internet, smart phones and social media, means that we have developed new ways of communicating, new power structures and changed social and cultural morays and norms. There is little doubt that traditional elite power relationships still exist and influence our institutions.

However, there are new challenges in this second media age...we have been put into a precarious position with so much of our information and data in the online world. We are now seeing this complicate the idea of power because even though we have been given a voice through

production, we have become free labour for social media and other platforms, which use our data to provide advertisers a target audience. We essentially work for them, and the more we produce, the more information about us they can use to make a profit and solidify their standing in the global economy.

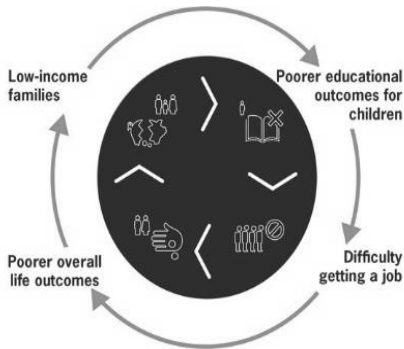
(Source: Adapted from <https://ellber.wordpress.com/2014/10/11/the-second-media-age-what-is-it-and-where-did-it-come-from/> 05/04/2019).

Section B continues

Section B (continued)

Stimulus 6 – Education

The cycle of disadvantage



Source of image: <https://www.thesmithfamily.com.au/poverty-in-australia> 20/01/2019

When families are experiencing financial disadvantage children can fall behind with their learning, leaving them more vulnerable to experiencing hardship themselves later in life. Research shows children and young people living in disadvantage have access to fewer books and learning materials in the home. As these children get older, they have fewer role models, and access to mentors and networks that are critical for creating educational opportunities to help them build their aspirations and be motivated to learn. Disadvantaged students are on average 2-3 years behind in reading and maths by the time they are 15 years old. The reading gap between the lowest socio-economic status (SES) students and the highest SES students is equivalent to almost three years of schooling. Year 12 completion

rates are significantly lower (60%) for students from low SES backgrounds than for students from high SES backgrounds (90%). University students from high SES backgrounds are three times more likely to attend than students from low SES backgrounds. Education is important because... research shows that completing Year 12 (or equivalent) increases a young person's likelihood of continuing with further study, as well as entering the workforce. It also leads to higher annual earnings for individuals, greater community involvement and economic benefits for the country as a whole.

(Source adapted from: <https://www.thesmithfamily.com.au/poverty-in-australia> 20/01/2019).

Stimulus 7 – Work

The changing nature of work



Source of image: https://www.123rf.com/profile_siraanamwong

A report by [Australian Institute of Health and Welfare] states that since 1966 the Australian workforce has changed markedly: more women are in the workforce; many more jobs are part time; and a greater number of jobs are now high-skilled. A particularly rapid increase has been the number of men working part-time. From 2001 to 2016, the number of men working part time increased from 14% to 18%. Underemployment has also been increasing steadily since 2011, with the 2016 data showing a record high of 9.3% of all employed people reporting that they were working less than they desired. This is concerning as underemployment is linked with lower levels of satisfaction and poor mental health. Australian housing trends are also changing, with increasing disparity evident in home ownership trends.

Employment and housing are social determinants of health, that is, they directly and indirectly influence the health and wellbeing of people. Having safe and secure housing and sufficient, satisfying employment reduces the risk of poor physical and mental health outcomes (Wilkinson & Marmot, 2003).

(Source: Adapted from <https://aifs.gov.au/cfca/2018/02/27/australias-welfare-2017-changing-trends-workforce-participation-and-home-ownership> 24/01/2019).

Section B continues

Stimulus 8 – The Family

The changing face of families



Source of image:
<https://www.lifehack.org/355489/study-discovers-7-surprising-benefits-holding-hands>

A study of 8000 children published last year by the Institute of Family Studies found 43 per cent had complex family arrangements, a broad term that included families headed by single parents, or those with non-biological parent figures, grandparents or half siblings in the home. According to Anne Hollonds... “we need to understand that the nuclear family is very popular but there are many other different forms of households and versions of how children are being raised.” With complexity can come additional challenges, Hollonds says. “For example, it’s more common now post-divorce for children to live in two households rather than just visiting one parent every other weekend,” she says. “The

issue of housing affordability and transport then comes into that and it is harder for families to look after themselves when the external environment is hostile for family life”. “Families change over time. They are not the same and their needs change,” Hollonds says and “we tend to categorise families as well-functioning families and those that are vulnerable or disadvantaged.” “Families with four or more children and families headed by people who are not heterosexual are, in my research at least, the happiest I have found.”

(Source: Adapted from <https://www.ecu.edu.au/news/edith-magazine/articles/2017/issue-07/the-changing-face-of-families> 25/01/2019).

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

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.

OR

Question 6

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.

OR

Question 7

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.

OR

Question 8

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 **at least two** of these institutions in contemporary Australian society.

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