



OFFICE OF TASMANIAN  
ASSESSMENT, STANDARDS  
& CERTIFICATION

Tasmanian Certificate of Education  
External Assessment 2016

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# 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.

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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 provided.

**Use a separate answer booklet for this section.**

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

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### Stimulus 1 – Social Control and Socialisation

Social control and socialisation are closely related to each other... Through socialisation, social control becomes effective. In order to maintain the social order there are definite procedures in society... As a matter of fact, societies depend heavily upon effective socialisation to ensure that individuals internalise social norms and values as the guides and motives to action. Through socialisation, society aims to subconsciously control the behaviour of its members. The various agencies of socialisation such as family, school, media and work act as the agencies of social control. They exercise regulatory influence over the behaviour of the individual.

(Source: Adapted from <http://www.sociologyguide.com/social-control/social-control-and-socialization.php> 22/05/2016).

### Stimulus 2 – The Self

Cooley's concept of the *Looking Glass Self* states that a person's self grows out of his or her social interactions with others. The view of ourselves comes from the contemplation of personal qualities and impressions of how others perceive us. Actually, how we see ourselves does not come from who we really are, but rather from how we *believe* others see us.

The main point is that people shape their self-concepts based on their understanding of how others perceive them. We form our self-image as the reflections of the response and evaluations of others in our environment. As children we were treated in a variety of ways. If parents, relatives and other important people look at a child as smart, they will tend to raise him or her with certain types of expectations. As a consequence, the child will eventually believe that he or she is a smart person. This is a process that continues when we grow up. For instance, if you believe that your closest friends look at you as some kind of superhero, you are likely to project that self-image, regardless of whether this has anything to do with reality.

(Source: Adapted from: <http://www.popularsocialscience.com/2013/05/27/the-looking-glass-self-how-our-self-image-is-shaped-by-society/> 20/05/2016).

**Section A continues.**

## Section A (continued)

### Stimulus 3 – Crime and Deviance

#### Youth crime making Queensland town 'hell'

Police are concerned about what they are calling a 'significant rise' in youth crime in Far North Queensland. Officers say, in the last three months, 95 children have been charged with more than 450 crimes ranging from assault to breaking into homes and stealing cars. For the residents of Edmonton, just outside Cairns, the past three months have been difficult.

'I actually feel sorry for these kids. I mean at such a tender age in their lives, they're going nowhere,' a police officer said. In the past two years he has seen a leap in the level of youth crime in the area and he knows who is offending.

'Statistically between 10 and 19 [years old] is the larger group of young offenders, and about 85 per cent of those young offenders are male and identify as Indigenous,' he said. 'So offenders are predominantly male, though we do have some, a small group of female offenders as well who commit similar type offences.'

(Source: Adapted from <http://www.abc.net.au/news/2012-10-09/youth-crime-making-far-north-town-27hell27/4303932> 19/05/2016).

### Stimulus 4 – Relativity of Deviance

#### Generation ink



In 1969, when Tony Cohen was just a boy in the tattoo game, there were three parlours in Sydney's CBD, and one or two out west. In the good old days there was no Bart Simpson, only panthers and roses and hearts with an arrow through them. 'Only criminals got tattoos back then, or that's what people thought,' Cohen says. 'Criminals, bikies and sailors - the view was you only got a tattoo if you were a bad person.' The 66-year-old, who owns Sydney's oldest parlour, *The Illustrated Man*, has watched in amazement and delight as his fringe craft has turned mainstream. He keeps waiting for the tattoo bubble to burst, but it just keeps getting bigger, more colourful, more lurid. Australians are getting inked at a phenomenal rate - skin specialists I contacted say that 10-20 per cent of their patients have one or more tattoos... More than half his current customers are women and the old tattooist is worried about the female trend of having tattoos that spill down their shoulders and onto their forearms and hands. Apart from the tattoo on her wrist, which she often covers with a Band-Aid, none of client Jessica's tattoos are visible when she's clothed. She lives at home and says her parents would probably throw her out of the house if they found out.

(Source: Adapted from: <http://www.theaustralian.com.au/life/weekend-australian-magazine/no-regrets/story-e6fmg8h6-1226671276004>;

Source of image: <https://au.pinterest.com/pin/348395721145076823/> 20/05/2016).

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 (stimuli) 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 sense of identity is presented. 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 provided.

**Use a separate answer booklet for this section.**

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

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#### Stimulus 5 – Work

##### The changing face of the Australian workforce

Fifty years ago the expectation was that a man went to work and a woman stayed at home. But that has changed dramatically. In the years between 1961 and 2011, the proportion of women in the workforce almost doubled from 35 per cent to 59 per cent.

The Australian workforce is split fairly evenly along gender lines. Of the approximately 10 million employees in Australia, 50.5 per cent are women and 49.5 per cent are men. But men still tend to earn a lot more than women - an average of \$1,429.80 for male employees, compared with \$940.20 for female employees. That in part is due to the number of hours worked: 76.6 per cent of men work full time compared with 43.7 per cent of women.

In the 1960s Australia was moving from being a primary producer still 'riding on the sheep's back' to an economy with a strong manufacturing base. In 1966 more than 25 per cent of the workforce were in manufacturing, but that's fallen in the past few decades. Now just 8 per cent of workers are in manufacturing.

Education matters! Of Australians with a tertiary or higher education, 83 per cent have a paid job, compared with 59 per cent of those without an upper secondary education.

(Source: Adapted from <http://www.abc.net.au/news/2015-03-19/fact-file3b-facts-about-the-workforce/6322238> 20/05/2016).

**Section B continues.**

## Section B (continued)

### Stimulus 6– Family

#### Australian households and family forms

The size of Australian households and the forms they take have changed in profound ways across the years. These trends result from the interaction of many factors; for example, the increasing size and ageing of the population, along with an extended period of 'healthy ageing'; technological advances; immigration patterns and cultural changes; economic shifts and the changing financial capacities of families; delays in milestones that most people experience in the course of their lives (such as leaving home, marrying and having children); changes in fertility; increased instability of relationships; increased family mobility and dispersion; and the increasing participation of women in the workforce.

Although there tends to be considerable diversity in the nature of needs within household and family forms, there is also evidence that some family forms are more likely to experience significant financial difficulties than others. For example, after separation, single mothers and their children typically experience significant increases in financial difficulties (de Vaus et al., 2010). Some single mothers with little or no paid work subsequently increase their labour force participation, but in so doing their need for child care increases. And for most grandparent families, government payments represent their main source of income (ABS, 2005a).

(Source: Adapted from <https://aifs.gov.au/publications/australian-households-and-families> 19/05/2016).

### Stimulus 7 –Education

#### Australian schools: engines of inequality

Australia and, perhaps to a lesser extent the US, like to think of themselves as merit-based societies in which everyone has a 'fair go'. This idea led to the creation of school systems that guaranteed all children, no matter their origins, access to a publicly funded education. By creating educational and economic opportunity, this arguably helped the emergence of strong middle classes in each country.

But the current reality is of education systems that are socially stratified and full of inequalities. Increasingly, parents are choosing to enrol their children in private schools. Social stratification in the Australian education system is sharper than in most countries. Students from wealthy, privileged backgrounds tend to go to high-fee, independent high schools. Kids from low-income, disadvantaged backgrounds tend to go to government high schools.

This is a significant problem because social segregation has very large negative consequences for students. And these effects compound inequalities associated with family background... In Australia, the average level of achievement of a kid from a low socioeconomic status (SES) background in a low SES school is roughly three years behind a high SES kid in a high SES school. For any given student, attending a low SES school versus a high SES school amounts to more than a year's difference in academic performance. Clearly, where one goes to school in Australia matters ... a lot.

(Source: Adapted from: <http://theconversation.com/australian-schools-engines-of-inequality-23979> 18/05/2016).

**Section B continues.**

## Section B (continued)



## Stimulus 8 – Media

### Bias in the Australian Media

‘To protect democracy, governments have an obligation to detect and remove political bias within the media’ writes **David Vadori**. The 2013 federal election demonstrated the corrosive effects of concentrated media ownership on democracy. Individuals and corporations with vested commercial interests in the outcome of the election, such as Rupert Murdoch, the founder and CEO of *News Corp*, used the media to sway voters with headlines such as: ‘Australia needs Tony’ and ‘Kick this Mob [Labor] Out’. These headlines appeared on the front pages of some of Australia’s most widely circulated newspapers, including

*The Daily Telegraph* and *The Courier Mail*. This type of media coverage is contrary to what is expected of the media in a democracy where citizens should be protected from individuals and corporations that use the media to further a particular political agenda. For example the political agenda of Rupert Murdoch at the last federal election was clearly to secure a Coalition election victory; this sort of partisanship is damaging to the democratic process as it contradicts the media’s obligation to report fairly on facts and to avoid opinion wherever possible. Thus, the 2013 federal election has shown that opinion has become the defining characteristic of mainstream-media coverage, with newspapers making no attempt to conceal their political biases.

(Source: Adapted from <http://theaimn.com/democracy-diversity-media-ownership-australia/> 21/05/2016)  
(Source of image: [smh.com.au](http://smh.com.au) 21/05/2016).

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

### Question 5

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.

### Question 6

Sociology theorises 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.

**Section B continues.**



## Section B (continued)

### Question 8

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 **at least two** of these institutions have changed over time in contemporary Australian society.

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