



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

Tasmanian Certificate of Education
External Assessment 2020

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SOCIOLOGY

(BHS315116)

Time Recommended:

- 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. It is recommended that you spend **60 minutes** on this section.

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

Stimulus 1 – Alternative Sociological Theories of Deviance

Youth crime fears in Tasmania as gang of children blamed for string of offences

Former Chief Magistrate, Michael Hill, has advocated more therapeutic approaches to juvenile justice, in agreement of the need to get into the minds of Tasmania's at-risk children early, before they come before the courts. "In my experience, many of these families have been involved in the criminal justice system in one way or the other for years; it's part of their culture and their family background," Mr Hill said. "It's difficult for a young person brought up in that environment to cast that environment adrift."

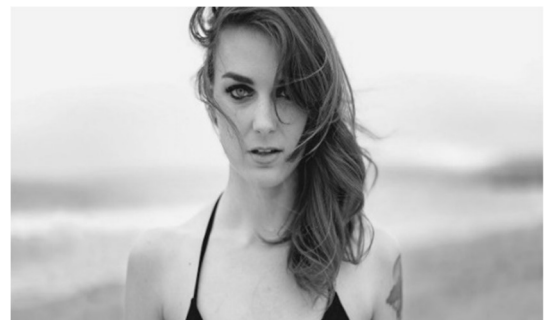


(Source: Adapted from <https://www.abc.net.au/news/2018-11-09/youth-crime-on-the-rise-as-tas-police-look-for-answers/10479672>).

Stimulus 2 – Deviance – Relativity of Deviant Behaviour

Deviance is expressed in many forms, including crime, alcohol and drug addiction, among others. Deviance is a relative concept, one that is tied to particular groups, cultures, times, and other conditions...what is considered deviant in one group may not be in another. Social norms are not laws; rather, they represent group expectations.

For example, laughing may or may not be expected by the audience at a comedy club – that will depend on how funny the comedian is – but it is certainly frowned upon at a funeral. Norms also change over time.



(Source: Adapted from <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118517390.wbetc174>).

Section A continues.

Section A (continued).

Stimulus 3 – Socialisation

Conform to the social norm: why people follow what other people do

One common explanation for norm conformity is that if everyone else is choosing to do one thing, it is probably a good thing to do. The other common explanation is that failing to follow a norm may elicit negative social sanctions [such as fines or ridicule], and so we conform to norms in an effort to avoid these negative responses. Increasingly, social norms are being used to encourage pro-social behaviour.



<http://in5d.com/wp-content/uploads/2014/12/dsgghssdgst.jpg>

(Source: Adapted from <https://theconversation.com/conform-to-the-social-norm-why-people-follow-what-other-people-do-107446>).

Stimulus 4 – Identity Construction

Perception is reality: The Looking Glass Self

When it comes to understanding ourselves, social interaction plays a more important role than many of us realise. According to sociologist Charles Horton Cooley, individuals develop their concept of self by observing how they are perceived by others, a concept Cooley coined as the “looking-glass self.”

(Source: Adapted from <https://lesley.edu/article/perception-is-reality-the-looking-glass-self>, Source of image:<http://cdn.wccftech.com/wp-content/uploads/2015/03/11.jpg>).



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 to support your argument. **Use sociological terms and concepts in your answer.**

Question 1

Explain and evaluate alternative sociological theories as to why at-risk children might be committing crimes in Tasmania.

OR

Question 2

Define deviance and discuss what is meant by the relativity of deviance in relation to behaviour in contemporary Australian society. Evaluate alternative views, including theories in your answer.

OR

Question 3

Discuss and evaluate alternative views, including theories, about how the process of socialisation and mechanisms of social control relate to conformity in contemporary Australian society.

OR

Question 4

Explain the role socialisation plays in determining how an individual's identity is constructed. Evaluate alternative views, including theories, in relation to the development of self.

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. It is recommended that you spend **60 minutes** on this section.

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

Stimulus 5

Education – Changing Family Expectations of Education in New Media Age

A joint study between researchers at Monash University and the Australian Scholarships Group (ASG) released on Tuesday found 69% of parents across the public and independent sector believe schools should be teaching more social skills, while almost half want their children to be taught how to “behave in public”. The study surveyed 1,800 parents



across Australia. It’s the third year ASG has produced the study, and the group’s Chief Executive, John Velegrinis, said he had seen “a marked increase” in parents wanting what he called a “more holistic education” for their children. Velegrinis said parents were thinking about education as more than just its [manifest function] of “curriculum and outcomes” and were thinking more about the [latent function] of “socialisation” as children spent more time engaging with digital learning tools [in the new media age].

(Source: Adapted from <https://www.theguardian.com/australia-news/2017/oct/10/australian-parents-want-schools-to-teach-more-social-skills-survey-finds>).

Section B continues.

Section B (continued).

Stimulus 6

Media Power

The media plays a key role in cultural, economic and political activities. They largely create popular culture, politicians use them to manipulate voters, and elections may well be won or lost through them. There are several important public concerns about the mass communications media. These include concentrations of ownership and the effects mass media have on their audiences, for example, showing particular political attitudes or violence, as well as their shaping of societal attitudes and legitimating of social inequalities in work, family and education.



(Source: Adapted from Sociology, (4th edition) Fulcher & Scott, 2011, pages 9-10 and Sociology One (3rd edition) Waters and Crook, 1996, p.340).

(Source of image: https://upload.wikimedia.org/wikipedia/commons/a/ac/EU-Media-Futures-Forum-pic_0.jpg).

Stimulus 7

Work – Impact of Unemployment on Families and Changing Nature of Work

Living in jobless households is associated with children tending to have both poorer social-emotional wellbeing, and health and educational outcomes (Gray & Baxter 2012; Gray et al. 2011), particularly in families where joblessness endures (Gray & Baxter 2011). The proportion of jobs requiring higher skills and qualifications has grown, possibly associated with the expansion of disruptive technologies such as automation (Department of Employment 2016). ...for people already on a pathway toward disadvantaged circumstances, risks may be even further increased by such economic changes, if they or members of their family do not have the skills, capabilities or qualifications needed to make a shift in line with changing labour market conditions.



(Source: Adapted from <https://www.aihw.gov.au/getmedia/9592571c-801c-46be-9c9d-75d0faffbb5b/aihw-australias-welfare-2017-chapter1-6.pdf.aspx>).

Stimulus 8

Family – Changing Family Structure and Social Disadvantage

People living in lone-parent families are more likely to experience disadvantage. As at June 2016, the majority (83%) of the 618,900 one-parent families with dependants in Australia were single mother families (ABS 2017b). Australian children living in lone-parent families are more than three times as likely to be in poverty as children in two-parent families (41% vs 13%) (ACOSS 2016). The quality and type of parenting and nurturing has important impacts on the life chances of



children. Being disadvantaged does not necessarily diminish the quality of parenting; however, caregivers need sufficient education, time and support to ensure the health and wellbeing of children (Engle et al. 1999; Harper 2004a).

(Source: Adapted from <https://www.aihw.gov.au/getmedia/9592571c-801c-46be-9c9d-75d0faffbb5b/aihw-australias-welfare-2017-chapter1-6.pdf.aspx>).

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 to support your argument. **Use sociological terms and concepts in your answer.**

Question 5

Explain and evaluate alternative theoretical explanations for the role that at least TWO institutions (family, education, work, media) play in stratification in contemporary Australian society.

OR

Question 6

Explain and evaluate alternative theoretical explanations of the ways in which at least TWO institutions (family, education, work, media) have changed over time in contemporary Australian society.

OR

Question 7

Explain and evaluate alternative theoretical explanations about the dimensions of power and politics in at least TWO institutions (family, education, work, media).

OR

Question 8

Explain and evaluate alternative theoretical explanations to discuss the interrelationships between at least TWO institutions (family, education, work, media) in contemporary Australian society.

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