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 4**  Analyse and evaluate ideas and information related to sociology.

**Criterion 5**  Demonstrate knowledge and understanding of sociological terms and concepts.

**Criterion 6**  Construct an argument that includes alternative theoretical explanations.
CANDIDATE INSTRUCTIONS

You **MUST** ensure that you have addressed **ALL** of the externally assessed criteria on this examination paper.

You must answer **ONE** question from each section.

It is recommended that you spend a total of **60 minutes** on each section.

Answer each section in a **separate** answer booklet.

All **THREE** criteria are assessed on each question.

All written responses must be in **English**.
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.

It is recommended that you spend a total of 60 minutes on this section.

This section assesses criteria 4, 5 and 6.

Use a separate answer booklet for this section.

Stimulus 1 – Inside the clash of the teen subcultures

THEY may wear their dyed fringes long and their threads grungy but, whatever you do, don’t call them emo. Just as parents get their heads around the emo phenomenon — code for ‘emotional’ — along comes another sub-cultural movement with its own fashion and music signifiers.

Newcastle teenagers Emma-Jane ‘EJ’, Kirra and Eliza, all 13, identify as Scene. Their fashion tastes range from tiaras to ripped stockings, leopard print and 1980s band T-shirts. Thick eyeliner and elaborately coloured, back-teased hair are mandatory. It takes them two hours to get ready for a day at the shopping centre or skate park. A favourite pastimes is recording the ‘death stares’ they get from passers-by. “It’s really funny because we just count them,” EJ said. “I think the record was about 22.” “We hate Supre and Jay Jays because it’s all mass-produced stuff, because everyone ends up with the same stuff, which is pretty lame.”

Because the movement is still young, emos and Scene kids often find themselves battling for territory. EJ said she, Kirra and Eliza received abuse from emos, who accused them of ‘ripping off their style’.

Crystal, a 17-year-old emo from Warrnambool, south of Melbourne, is not a fan of Scene kids. “They are like wannabe emos. It is more the fact that they change just to be in with everything that is going on at the time,” she said. Crystal has been dyeing her strawberry blonde hair dark since she was 13, favours black clothes, band shirts, a side-swept fringe and eyeliner, and listens to such bands as Blink 182, The Offspring and Rancid. She resents the negative stereotypes associated with emos.

“When people think of emos, they think of people who are all sad and depressed. We’re not all like that.” People just wanted to ‘look different’, she said.

Her friend and fellow emo, Ballarat student Shardee, 17, said she had heard of problems between emos and Scene kids. “[But] it doesn't faze me,” Shardee said. “I have got a lot of friends who are Scene kids.”


Section A continues opposite.
Stimulus 2 – Graffiti: Art or Vandalism?

When is graffiti art, and when is it vandalism? Many people who despair of the way graffiti vandals spray slogans on public transport and public buildings would be surprised to hear that it has now been elevated, by some, to an art form. Street art gains high prices on internet auction sites and the National Gallery has recently purchased a collection of ‘street art’.

Rod Quinn spoke about graffiti with Pat Lawson Black, an Australian style consultant, currently based in New York. Pat is an admirer of street art.

Rod said that the vast majority of people see graffiti on private property, public buildings and trains as a crime. Pat replied it was necessary to differentiate between the professional, studied street artists and the ‘taggers’ – “the little kids who run around and do their signature, usually in the most inopportune places”. She said the line between art and vandalism is defined by the quality of the work, that street art often involved bigger pieces, usually by a team of people working together who would have permission from the owner of the building. Pat said that on the one hand graffiti is “raw, it’s an expression of freedom of speech” yet, on the other hand, it’s “our taxes at work as it costs a fortune to get rid of this stuff”.

Meanwhile some of the established street artists have found fame and recognition. For example a piece of work by the artist ‘Banksy’ recently sold on an internet auction site for over $400 000. On the other hand private property owners burdened with graffiti fume at their property being defaced without permission. Councils around Australia wage war on graffitists; in NSW attempts are being made to prevent sale of spray paints. The Melbourne Council has an anti-graffiti campaign, but has also recognised the value of the street art in some of its lanes and conducts tours!

Stimulus 3 – Norms and Social Control

Key to understanding a culture’s system of social control is understanding the social norms upon which it is based. These are the commonly held conceptions of appropriate and expected behaviour in a society.

Some societies emphasize the use of positive sanctions to reward appropriate behaviour rather than negative ones to punish those who do not conform to the social norms. Common positive sanctions include praise and granting honours or awards. Simply receiving the esteem of one’s peers is often sufficient motivation for people to be model citizens. Some norms in every society usually can be ignored without fear of punishment. Being a loner or dressing oddly are examples of such minor deviations from the norms. Individuals who do these things may be labelled strange, eccentric, or independent but rarely criminal. Which of these alternative labels is applied may depend on who the deviant individual happens to be. One’s gender, ethnicity, age, wealth, and social class are likely to be important factors.

Strange behaviour by rich, well dressed people is likely to be considered eccentric, while the same behaviour by poor people living on the street is more likely to be defined as criminal. This is especially true if the deviant individuals are strangers and members of a subculture that is stereotyped as being ‘trouble makers’. Consistently odd behaviour by a homeless woman on the street is likely to cause others to question her mental health and seek assistance for her, while the same behaviour by a homeless man may be seen as a potential danger to society and get him arrested for creating a public disturbance.

(Source: Adapted from http://anthro.palomar.edu/control/con_1.htm)
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 information from the course and from the extracts, define deviance and discuss what is meant by the relativity of deviance.

Question 2

Construct an argument that uses alternative theoretical explanations for why some young people might be involved in acts that are considered deviant in contemporary Australian society. Use information from the course and the extracts.

Question 3

Socialisation involves the internalisation of norms. Does this mean we are prisoners of our culture because of the mechanisms of social control? Use the extracts and information from the course to illustrate this.

Question 4

Use the extracts and information from the course to explain how socialisation plays a major role in shaping an individual’s self identity.
In essay form, answer ONE question from this section in response to the material in any one or more of the extracts provided.

It is recommended that you spend a total of 60 minutes on this section.

This section assesses criteria 4, 5 and 6.

Use a separate answer booklet for this section.

Stimulus 4 – Media

Bias through statistics

It is widely accepted that what we know about, think about and believe about what happens in the world, outside of personal first-hand experience, is shaped, and some would say orchestrated, by how these events are reported in newspapers and communicated through the medium of radio and television.

Another explanation of the influence of the media, ‘Agenda-Setting Theory’, places somewhat less emphasis on the impact of the media on public opinion and more emphasis on what issues are actually covered in the media (Dearing & Rogers, 1996). Bernard Cohen was one of the earliest authorities to pick up on this in respect of the print media when he stated “the press may not be successful much of the time in telling people what to think, but it is stunningly successful in telling its readers what to think about” (Cohen, 1963, p. 13).

Journalists have been criticised by educators and others for both their lack of understanding of statistics and their manipulation of statistics in news reports. Two areas stand out as being problematic when the subject is school discipline. These are statistics on the number of problem behaviour students in schools and data on the number of students who are suspended and expelled from school. The former statistic is further complicated in that educators themselves can’t agree on just how many school students present problem behaviours. Additionally, there are different types of problem behaviours and degrees of severity within those categories. One educational authority quoted in one news story identified that one in five students present problem behaviours in school. It was not clear what categories and what levels of severity the authority included in the one-in-five figure. What became a problem in that story was that the story’s focus was on violence in schools, leaving readers with the understanding that as many as twenty percent of students are engaging in violent acts of the magnitude described in the article — a clearly erroneous* interpretation.


*erronerous – error, mistaken incorrect.

Section B continues opposite.
Stimulus 5 – Family

The modern family: Look how we’ve changed

Relationship trends:

- Marriage rates prior to the 1980s were already declining and cohabitation rates rising. These trends have continued with people living together becoming the normal pathway to marriage.
- The crude marriage rate (the number of marriages for every 1 000 Australians) fell from 9.3 in 1970 to 5.5 in 2008.
- In 1979, only 23% of couples lived together before marrying, compared to 78% in 2008.
- The crude divorce rate (the number of divorces for every 1 000 Australians) more than doubled between 1975 and 1976, but then fell to levels that remained much higher than before 1976 (2.7 in 1980 and 2.2 in 2008).

Family characteristics:

- The average size of households has fallen from 3.5 members in 1966 to 2.6 in 2006.
- The proportion of families with dependent children has fallen, while the proportion of couples living with no children has increased progressively.
- In 1976, 48% of all households containing families were couple families living with dependent children and 28% were couples living with no children. By 2006 there were equal numbers of households that were couple families with dependent children and couple families living with no children.
- Lone-parent families have increased from less than 7% in 1976 to 11% by 2006.

Fertility trends:

- Despite advances in assisted reproduction technologies, the postponement of childbearing, coupled with relationship instability, substantially narrowed the window of opportunity for women having children.
- By the late 1990s the reality that Australia was in the grip of a fertility crisis become apparent. By 2001, the fertility rate had fallen to 1.7 babies per woman, but has since increased to just under 2.0.
- The proportion of women who have had three or more children has fallen considerably since the 1980s, while the proportions who have had no children or only one or two children has increased.
- In 1960, only 4.8% of babies were born outside marriage compared to 34.4% (just over one third) in 2008.

(Source: Adapted from: http://www.aifs.gov.au/institute/media/media100706.html)

Section B continues over the page.
Section B (continued)

Stimulus 6 – Work

Changing role of women

Women’s participation in the labour force in August 2011 is 59%, almost double the 34% it was 50 years ago. Changing social attitudes, the availability of safe contraception and planned parenting, as well as adequate child care facilities, have all helped to allow women to continue their careers. The growth in availability of part-time work has helped too.

Figure 1 shows the percentage of women participating in the workforce by age group.

In August 1966, labour force participation for women reduced dramatically during the prime child raising years (20–24 and 25–34 year age groups), with the majority of women never to return to the labour force. In contrast, although a relatively slight ‘nappy valley’ effect can be seen between the ages 20–54, labour force participation in August 2011 is still a lot higher than it was in August 1966.

Figure 1 – Female age specific labour force participation rates

(Source: Adapted from: Labour Force Historical Timeseries (cat. no 6204.0.55.001). Labour Force, Australia, Detailed – Electronic Delivery (cat. no. 6291.0.55.001).)

Stimulus 6 continues opposite.
Stimulus 6 (continued)

At the same time there has been a noticeable decline in the labour force participation of men (72% in August 2011 compared to 82% fifty years ago); see Figure 2. This may be due to greater retention in school and further education, as well as earlier retirement.

**Figure 2 – Male age specific labour force participation rates**

(Source: Adapted from: *Labour Force Historical Timeseries* (cat. no 6204.0.55.001). Labour Force, Australia, Detailed – Electronic Delivery (cat. no. 6291.0.55.001).)
Factors that Influence Educational Performance

Socioeconomic status (SES) can be defined as a person’s overall social position to which attainments in both the social and economic domain contribute (Ainley et al., 1995: ix). When used in studies of children’s school achievement, it refers to the SES of the parents or family. Socioeconomic status is determined by an individual’s achievements in education; employment and occupational status; and income and wealth. Several comprehensive reviews of the relationship between SES and educational outcomes exist (Amato, 1987; Williams et al., 1991; Mukherjee, 1995; Ainley et al., 1995). These studies and reviews make it clear that children from low SES families are more likely to exhibit the following patterns in terms of educational outcomes when compared to children from high SES families:

- have lower levels of literacy, numeracy and comprehension;
- have lower retention rates are more likely to leave school early;
- have lower higher education participation rates are less likely to attend university;
- exhibit higher levels of problematic school behaviour (for instance truancy);
- are less likely to study specialised maths and science subjects;
- are more likely to have difficulties with their studies and display negative attitudes to school; and
- have less successful school-to-labour market transitions.

These results remain the same irrespective of how SES is measured (Graetz, 1995: 32-35). Similarly, studies of children’s educational achievements over time have also demonstrated that social background remains one of the major sources of educational inequality (Graetz, 1995: 28). In other words, educational success depends very strongly on the socioeconomic status of one’s parents (Edgar, 1976, cited in Graetz 1995: 25).

(Source: Adapted from: http://www.sprc.unsw.edu.au/media/File/NSPC01_Considine_Zappala.pdf.)
Section B (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 B, as well as information from the course. Use sociological terms and concepts in your answer.

**Question 5**

Using information from the course and from the extracts, construct an argument that uses alternative theoretical explanations to discuss the dimensions of power and politics in at least two institutions.

**Question 6**

Using information from the course and from the extracts, construct an argument that uses alternative theoretical explanations for the role that at least two of the institutions play in stratification in contemporary Australian society.

**Question 7**

Using information from the course and from the extracts, construct an argument that uses alternative theoretical explanations for how two or more institutions have changed over time in contemporary Australian society.

**Question 8**

Using information from the course and from the extracts, construct an argument that uses alternative theoretical explanations to explain the interrelationship between two or more institutions in contemporary Australian society.