Tasmanian Certificate of Education

SOCIOLOGY

Senior Secondary

Subject Code: BHS315111

External Assessment

2013

Time: Two Hours

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.

Pages: 12
Questions: 8

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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**.
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 – Socialisation: What is it?**

The process of socialisation is learning to become a member of our society – a process that begins at birth and continues through the life course until death. Through this process we learn the norms or rules of society, and the patterns of our culture; we internalise society’s values, and play out a variety of social roles in life – such as daughter, sister, worker, employer, wife, mother, grandparent, and citizen. Learning to become a member of society and taking on a multiplicity of roles, however, is not a one-way system. We are shaped and moulded by our social environment; in turn, we interpret and give meaning to it. We do not simply replicate our social roles but redefine them.

Socialisation is sometimes seen as deterministic, in that we are shaped or completely controlled by social interactions and social forces within our culture. This view ignores the ways in which individuals mediate, interpret and adapt the messages they receive from others and resist the pressure from socialising agencies to conform. Perhaps the most interesting aspect of socialisation is that we are always changing as we encounter different life situations, and at each stage in our life process we adapt to produce a distinctive and unique individual.

(Source: Adapted from Public Sociology Germov and Poole 2011, pp. 123–137.)

**Stimulus 2 – The Self as an Individual**

In Australia today, many people answer the question ‘Who am I?’ with the response that they are ‘a woman’, ‘a Muslim’, ‘a plumber’, ‘a computer operator’, ‘an Italian’, ‘old’, ‘a homosexual’ or ‘a mother’. (These answers are all identity markers.) Many of us will also answer by saying ‘I am an individual’. But what does this mean?

(Source: Adapted from Sociology Australia Bessant and Watts 2007, p. 138.)

Section A continues over the page.
Stimulus 3 – The Concept of Deviance

What is viewed as normal behaviour (however defined) can vary by gender, social class, ethnicity and culture: different kinds of norms or different conceptions of normality are applied in different social contexts and to different categories of people. Not all forms of deviance are criminal, and some kinds of crime are viewed as acceptable and not deviant by some segments of society. For example, some people (including infertile people themselves) might view childlessness as deviating from normative expectations about parenthood and family formation: but not having children is certainly not a crime.

Conceptions of deviance change over time and are situational. Smoking tobacco was once expected behaviour – indeed, not to smoke was viewed as deviant.

(Source: Adapted from Sociology Australian Connections Jureidini and Poole 2003, p. 313.)

Stimulus 4 – Youth Crime

More South Australian juveniles are being sent to jail than ever before as youth violent crime rates continue to soar.

Sexual assaults, robberies, and other dangerous acts committed by young people in SA have increased significantly every year in at least the past four years.

Social analyst David Chalke said the incidence of ‘fighting and burglary’ among young people could be linked to an increase in alcohol and illegal drug use, plus the decline in the traditional family unit.

‘More families with both parents working full time and single-parent families have led to fewer behavioural boundaries in the home. Particularly with the age group around Year 9’. Mr Chalke said. ‘They are experimenting in society to see how far they can push the boundaries and if nobody’s home, they’re pushing these boundaries in public’.

Youth Affairs Council SA executive director Anne Bainbridge said providing young people with better social and economic opportunities would prevent many appearing in court. ‘There’s a range of reasons why young people are in court and the unfortunate fact is that many of those reasons are related to disadvantage,’ she said.

<table>
<thead>
<tr>
<th>Year</th>
<th>Illicit Drugs</th>
<th>Robbery, extortion and related offences</th>
<th>Acts intended to cause injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07</td>
<td>25</td>
<td>30</td>
<td>211</td>
</tr>
<tr>
<td>2007–08</td>
<td>32</td>
<td>42</td>
<td>308</td>
</tr>
<tr>
<td>2008–09</td>
<td>35</td>
<td>45</td>
<td>413</td>
</tr>
<tr>
<td>2009–10</td>
<td>45</td>
<td>51</td>
<td>386</td>
</tr>
</tbody>
</table>

(Source: Adapted from The Advertiser (Adelaide), 20 June, 2011.)

Section A continues opposite.
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

Socialisation involves the internalisation of norms which lead to social control. Use the extracts and information from the course to discuss and evaluate alternative views about the process of socialisation.

Question 2

Use the extracts and information from the course to explain how socialisation plays a major role in shaping an individual’s sense of identity. Evaluate the alternative viewpoints in relation to the development of self.

Question 3

Using information from the course and from the extracts, explain why deviance as a concept is difficult to define. Discuss what is meant by the relativity of deviance and evaluate the alternative views that arise when trying to explain why deviance occurs.

Question 4

Explain and evaluate alternative theoretical explanations as to why some young people are involved in acts that are considered deviant in contemporary Australian society. Use information from the course and the extracts.
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 5 – The Media and Power

The media represent a key location of contested power in contemporary societies. Such contests revolve around a range of issues, from questions of who appears in the media, and who is excluded, through to questions around ways in which the media are used to mobilise political and social struggles, and ultimately, the question of media effects. For example, when a newspaper publishes an editorial supporting a political party at an election, this is an attempt to exercise political power in a direct way.

At the same time, it is important to recognise that power is not always exercised openly. In some instances power may be used to marginalise or silence certain viewpoints or experiences, without overt conflict (Lukes 1974). The media become a key site through which such processes can occur. For example, media discussion of the work/life debate, where people struggle to balance paid employment, household labour, and family and/or leisure time, routinely assumes that household labour is a female activity, and that achieving work/life balance is a problem for women alone, thereby contributing to the perpetuation of often unspoken but widely accepted assumptions around gendered divisions of labour, which are central to the power dynamics of patriarchal societies.

(Source: Adapted from Public Sociology Germov and Poole 2011, pp. 424-425.)
Section B (continued)

Stimulus 6 – The Key to School Success

Family and money are the most influential factors in a child’s success at school, with elite independent and government schools serving students from well-off and well-educated backgrounds dominating the list of the nation’s highest achievers.

An analysis of the national literacy and numeracy tests, known as NAPLAN, prepared by The Weekend Australian underscores the social divide in the education system…

Director of the Centre for Research on Education Systems at Melbourne University Richard Teese said the results revealed a concentration of advantage, based on geographical location and social segregation in schools…

The students of the best-performing government comprehensive, or non-selective, schools, also rank above average in socio-economic and educational terms. Professor Teese said… ‘It’s not an even playing field in which talent can blossom from whatever location – it’s people excelling through social advantage.’

(Source: Adapted from The Australian, 7 April, 2012.)

Stimulus 7 – Changes in Workforce Participation

There is evidence pointing to some significant changes in the traditional pattern of workforce participation over the past quarter-century. The Australian labour market has become increasingly feminised since 1975 (Probert & McDonald 1996), and there have been changes in the labour force participation rates of men and women since 1985. The labour force participation rate is the proportion of the total population aged sixteen to 65 in the labour force. The labour force participation rate allows us to measure both the male and female participation rates. The evidence seems to show that more married women are entering the labour market and more men are leaving it.

What this adds up to is that there are now more married women in paid work. There has been a significant increase in the proportion of married women (or women in couple relations) with paid jobs. And there are fewer men working full-time in Australia than ever before (as we see in the table below). Such data have led commentators to speak of the ‘feminisation of the workforce’.

<table>
<thead>
<tr>
<th>Key trends in the Australian labour force, 1993–2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Total labour force (’000)</td>
</tr>
<tr>
<td>Participation rate</td>
</tr>
<tr>
<td>Male participation rate</td>
</tr>
<tr>
<td>Female participation rate</td>
</tr>
</tbody>
</table>

(Source: Adapted from Sociology Australia Bessant and Watts 2007, p. 222.)

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

Stimulus 8 – Education and Marriage

Women who have been to university are now the ones with the best chance of finding a husband, leading some to worry that marriage is becoming the province of the more educated and the well-off.

The analysis, by Genevieve Heard of the Centre for Population and Urban Research at Monash University turns on its head traditional assumptions about educated women. ‘The assumption was the more women invested in education and career, the less interested they would be in family, and the less (they would) need to be supported by a husband’, Dr Heard said. ‘It was also assumed they were less traditional in their outlook on life.’

While more Australians had been in de facto relationships over the past 20 years, it was mostly the better-educated who married. She said they might need to formally join forces to buy a house and fulfill other aspirations. ‘Such aspirations may be out of the reach of many men and women without post-school qualifications’ she said. The economy might have been good enough for the less educated and less well-off to live together but not marry.

(Source: Adapted from The Sydney Morning Herald, 7 April, 2012.)

Stimulus 9 – Patterns of Family Life are Changing

In the Australian context, Farrah Farouque wrote in The Age (24 November 2004) that in the 1960s ‘The script was boy meets girl, fall in love, get married, set up house, woman stops work to have babies, then he retires at 65 and one of them dies’. Of course the reality was always more complex than that; nevertheless, a great deal has changed. Today families may consist of couples (of these some may be married, others cohabitating). Couples may include children or can be in their pre- and post-child phases. Some couples remain childless. There are single-parent families, reconstituted families, and a small proportion of same-sex families (de Vais 2004, p. 4). An increasing number of people live alone. The diversity of families today makes its very difficult to define ‘the family’. New challenges to concepts of the family have emerged with the legislation in some countries of same-sex unions either by marriage or civil partnerships. The availability of new technologies to assist conception, using donor eggs, donor sperm and surrogacy, has led to diverse family relationships.

(Source: Adapted from Public Sociology Germov and Poole 2007, pp. 131.)

Section B continues opposite.
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 and evaluates alternative theoretical explanations regarding the dimensions of power and politics in at least two institutions in contemporary Australian society.

Question 6

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

Question 7

Using information from the course and from the extracts, construct an argument that evaluates alternative theoretical explanations of 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 evaluate the interrelationships between two or more institutions in contemporary Australian society.
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