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ASSESSMENT, STANDARDS  
& CERTIFICATION

Tasmanian Certificate of Education  
External Assessment 2017

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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 in Section A.

**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

#### The two types of social control

Social control tends to take one of two different forms: informal or formal. **Informal social control** refers to our conformity to the norms and values of the society, and adoption of a particular belief system, which we learn through the process of socialisation. This form of social control is enforced by family, primary caregivers, peers, other authority figures like coaches and teachers, and by colleagues. Informal social control is enforced by rewards and sanctions. **Formal social control** is that which is produced and enforced by the state (government) and the representatives of the state that enforce its laws like police, state, and federal agencies. In many cases, a simple police presence is enough to create formal social control. It is up to formal bodies like the judiciary and the penal system to dole out sanctions when someone fails to comply with the laws that define formal social control.

(Source: Adapted from <https://www.thoughtco.com/social-control-3026587> 24/04/2017)

### Stimulus 2 – The Self

#### Selfies as an expression of self

Early American sociologist Charles Cooley described the process of crafting a self, based on what we imagine others will think of us, as 'the looking-glass self,' whereby society acts as a sort of mirror to which we hold ourselves up. We are not isolated beings living strictly individual lives. We are social beings who live in societies, and as such, our lives are shaped by socialisation, social relations with other people, institutions, and social structures. In the digital age, our lives are increasingly projected onto, framed by, and filtered and lived through social media. As photos are meant to be shared, selfies are not individual acts; *they are social acts*. Selfies, and our presence on social media generally, is a part of what sociologists David Snow and Leon Anderson describe as 'identity work' - the work that we do on a daily basis to ensure that we are seen by others as we wish to be seen.

(Source: Adapted from <https://www.thoughtco.com/sociology-of-selfies-3026091> 01/03/2017)

**Section A continues.**

## Section A (continued)

### Stimulus 3 – Crime and Deviance

#### Australian crime: facts & figures report shows teens are the most violent Australians

Demographer David Chalke believes easier access to alcohol, the prevalence of video games and changing family structures are to blame for high rates of crime among teens. 'If you go back 20 years, the availability of alcohol was much less. It was a lot harder for under 18s to get booze,' Mr Chalke said. 'Now it's a whole lot easier for them to get juiced up and that may be a significant contributor to crime. On families, Mr Chalke said parents working longer hours and having fewer children had resulted in bored teens turning to crime. 'Video games have also created a culture where violence is the norm,' he said. Criminologist Emmeline Taylor said teens had been prone to violence for quite some time. 'Across Australia and universally, the trend shows there is a sharp incline in criminal behaviour in early adolescence,' Dr Taylor said. Justice Minister Jason Clare said that while the report showed there had been some progress in tackling crime, with a general decrease in crime levels, there was still 'a lot more work to do'. Indigenous Australians were also 18 times more likely to be jailed, at a rate of 2276 per 100,000 people, compared to 125 per 100,000 for others.

(Source: Adapted from <http://www.news.com.au/national/australian-crime-facts-figures-report-shows-teen-are-the-most-violent-australians/news-story/0de409731d403317b83f190db7dc99aa> 20/03/2017).

### Stimulus 4 – Relativity of Deviance

#### Skateboarders go from 'weird' to 'cool'



Walk around almost any town or city in Australia and you may notice tiny little knobs on steps, garden beds and rails. What you might not know is that those are largely there to deter skateboarders. Australian skate photographer, Andrew Peters, grew up skateboarding around the streets of Sydney but he fears the city has not progressed with the sport and lacks important infrastructure. ... According to Peters, 'a lot of skate parks haven't come through, but there have been a few more popping up, so all the power to the council on that one.' Skateboarding's popularity is growing rapidly...and with that growth is a shift in attitude that has been years in the making. Now in a sign of changing attitudes, skateboarding has been controversially added to the 2020 Olympics. Peters said it was testament to how the sport had evolved. 'It didn't used to be cool at all,' he said. 'You know, you were the weird kid at school, you weren't the cool kid at school 10 years ago when I went through school. These days it's pretty cool to be a skateboarder, so I don't know if that means that people are going to be more accepting of skateboarding kids flying around the city.'

(Source of image: [https://upload.wikimedia.org/wikipedia/commons/thumb/d/d6/Skateboarder\\_in\\_the\\_air.jpg/220px-Skateboarder\\_in\\_the\\_air.jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/d/d6/Skateboarder_in_the_air.jpg/220px-Skateboarder_in_the_air.jpg) 21/04/2017;

Source: Adapted from [www.abc.net.au/news/2015-11-06/the-history-of-skateboarding](http://www.abc.net.au/news/2015-11-06/the-history-of-skateboarding) 20/04/2017).

## **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**

Using the stimulus material and information from the course, discuss and evaluate relevant theories and other alternative views about the process of socialisation and mechanisms of social control.

### **Question 2**

Explain the role that socialisation plays in determining how an individual's sense of identity is presented. Using the stimulus material and information from the course, evaluate theories and other alternative views 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 deviant and/or 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 in Section B.

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

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

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#### Stimulus 5 – Work

##### Underemployment - Australia's Working Poor

Australia is in the grip of an underemployment epidemic, as new research reveals that 784,000 people are struggling to find more hours to earn more pay. And the wage gulf between the sexes is growing, with pay for men rising by 5.3 per cent in the past year, and only 3.9 per cent for women. Australian Council of Trade Unions (ACTU) president Ged Kearney said the statistics showed how hard it was to break out of the cycle of insecure work. 'There are almost half a million Australians who are unable to earn what they need to survive or get ahead because they can't find enough work,' she said. 'Yet we also have an epidemic of overwork and unpaid overtime caused by employers seeking more and more out of already overstretched workers'. She said employers were often the only ones who benefited from casual jobs, having power to change shifts at will, and affording workers no holiday or sick pay, leaving them vulnerable.

(Source: Adapted from [www.news.com.au/finance/work/underemployment-australias-working...](http://www.news.com.au/finance/work/underemployment-australias-working-poor)  
Underemployment: Australia's working poor. February 22, 2013 6:17am 29/04/2017)

#### Stimulus 6 – Family

##### Changes in the Australian family structure

Families have long been viewed as the core social unit that maintains people's welfare. Over recent decades there have been extensive changes in the way that families are structured and function. Research and policy interest has shifted from maintaining the so-called ideal or traditional family form (a married couple and their children) to improving the quality of relationships between family members, irrespective of form. Some of this change is also reflective of changing demographics - as the population ages and fertility rates have declined over the long term, there are more couple only and single person households, regardless of social trends. In 2006-07, couple families with no children were the most common type of family (40%), followed by couple families with dependent children (37%). This was the reverse of the situation in 1997 where couple families with dependent children were the most common (40%), followed by couple families with no children (35%). The proportion of single parent families with dependent children remained steady, at around 10%, between 1997 and 2006-07. Single parents are more likely to be disadvantaged in a number of areas. They have higher levels of unemployment, in part due to caring responsibilities, and are more likely to experience financial hardship. The ageing of the population, combined with the fact most women tend to marry older men and have longer life expectancies, is reflected in the larger number and proportion of older women living alone, compared with older men.

(Source: Adapted from [http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/1370.0~2010](http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/1370.0~2010~Chapter~Family%20structure%20(4.5.6.1))  
~Chapter~Family%20structure%20(4.5.6.1) 17/04/2017).

## Section B (continued)

### Stimulus 7 – Education

#### Socio-economic disadvantage and educational opportunity persistently linked

Despite Australia's commitment to equity and opportunity for all, a student's family background still plays an unacceptably large role in determining his or her educational pathway. At all stages of learning and development, there remains a strong and persistent link between a young person's socio-economic status and educational outcomes.

In 2015, one of the most comprehensive data studies of Australia's education system examined young people's progress on four key educational milestones, from the early years, right through to young adulthood. It found that socio-economically disadvantaged students attend fewer hours of early childhood education, have lower attendance at school, are more likely to leave school early, and are less likely to go to university. The effects of socio-economic disadvantage persist well beyond school, reflected in higher chances of not finding full-time work and not being in education and training.

(Source: Adapted from <http://www.mitchellinstitute.org.au/fact-sheets/socio-economic-disadvantage-and-educational-opportunity-persistently-linked/> 19/04/2017).

### Stimulus 8 – Media

#### The impact of social media on traditional media in Australia



(Source of image: <http://pngpedia.blogspot.com.au/2014/08/facebook-logo-like-share-png.html> 20/04/2017)

Mainstream media in Australia, including newspapers and news programs on both television and radio, are considerably concentrated in the hands of a few multinational companies. These companies have interests in making profits and therefore shape their stories based on what they perceive will attract most viewer attention and advertiser investment. ...The more dominant news sources and newspapers in particular, such as *The Australian*, have an agenda-setting influence on the rest of the mass media. That is, the stories they choose to go with usually set the tone for the other news sources. Advances in communications technology have rapidly changed the media.

Online social networking has not only provided ease of access to an unbelievably wide breadth of information, but is also more and more frequently being used as a tool to organise and promote real life events and campaigns. With mainstream, conventional media being owned and directed by private corporations, the use of online communications and media is providing opportunities for social activism that did not previously exist. The internet and various social networking forums have provided unprecedented opportunities to access and disseminate information. According to Tharoor (2010), new media has seen that 'information is liberating in the traditional political sense of the term: the spread of information has had a direct impact on the degree of accountability and transparency that governments must deliver if they are to survive.'

(Source: Adapted from: <http://www.activistrights.org.au/handbook/ch02s04.php> 25/04/2017)

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. Use sociological terms and concepts in your answer.

### Question 5

Sociologists put forward the view that social institutions (family, education, work, mass media) create and maintain social stratification.

Using the stimulus material and information from the course, construct an argument that evaluates alternative theoretical explanations, including theories, for the role that **at least two** of these institutions play in stratification in contemporary Australian society.

### Question 6

Sociologists believe that power, or the ability of people or groups to exert their will over others, is exercised in societal 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 7

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

### Question 8

The institutions of family, education, work and mass media are often interrelated, as opposed to existing in isolation.

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.



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