

External Assessment 2021

SOCIOLOGY

BHS315116

Pages	12
Questions	8
Answer Booklets	2

Reading time: 15 minutes – you may begin writing during this time

Suggested working time: 2 hours

Instructions

- There are **two (2)** sections to this exam paper:
 - **Section A** – answer **one (1)** question in **essay form**.
 - **Section B** – answer **one (1)** question in **essay form**.
 - Answer each section in a **separate answer booklet**.
 - Write the question number you are answering on the front cover of each answer booklet.
- All answers must be written in **English**.
- You **must** make sure your answers address:
 - 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.

Guide to Exam Structure

		Questions available	How many questions to answer	Suggested working time	Marks available
Section	A	4	1	60 minutes	All criteria are assessed using extended ratings of: A+ to z
Section	B	4	1	60 minutes	
Total		8	2	120 minutes (2 hours)	

Section A

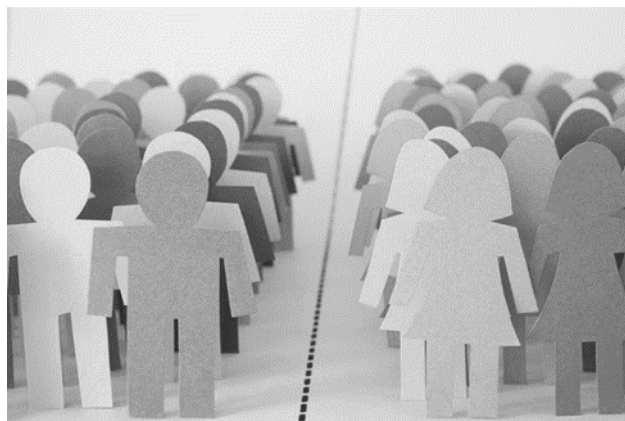
Socialisation: Conformity and Deviance

- In essay form, answer **one (1)** question, in response to the material in any one or more of the extracts (stimuli) provided.
 - It is suggested that you **spend approximately 60 minutes** on this section.
 - Use a **separate answer booklet** for this section.
 - This section assesses **Criteria 1 and 7**.
-

Stimulus 1 – Identify Construction

The influence of parents, peers, media, and education in socialisation of gender roles

Influences on the socialisation of gender include parents, school, the media, and peers. Studies show that children will most likely choose to play with 'gender appropriate' toys (or same-gender toys) even when cross-gender toys are available because parents give positive feedback (in the form of praise, involvement, and physical closeness) for gender-normative behaviour (Caldera, Huston and O'Brien, 1998). Mass media contributes to the socialisation process through the portrayal of women as wives, mothers, wholesome, saint-like characters, or malevolent, hyper-sexual figures (Etaugh and Bridges, 2003). The perpetuation of gender biases and stereotypes are often further reinforced by the peer group, with literature suggesting that strict adherence to traditional gender roles is strongly encouraged by the peer group and then reinforced by other institutions (Witt, 2000, et al.). In addition, schools subtly reinforce the polarization of traditional gender roles via gendered expectations of behaviour and academic performance such as boys being permitted a greater degree of freedom regarding minor acts of deviance, whereas girls are often expected to follow rules carefully and to adopt an obedient posture (Ready, 2001).



Source: Adapted from Susan D. Witt, *Early Child Development and Care*, Volume 162, 2000 – Issue 1, Published Online: 07 Jul 2006 and *Social interactions and play patterns of parents and toddlers with feminine, masculine, and neutral toys*, Y M Caldera 1, A C Huston, M O'Brien (1989) (<https://pubmed.ncbi.nlm.nih.gov/2702876/>), Etaugh and Bridges 2003.

Image: Roderick, L (2017) "Brands face crackdown on gender stereotypes in advertising." article, appearing in *MarketingWeek*, website, available at: <https://www.marketingweek.com/brands-stricter-rules-gender-stereotypes/>

Stimulus 2 – Socialisation

Social control and conformity

Social control can be defined as the regulation and enforcement of norms intended to modify people's behaviour to achieve conformity (Innes, 2003). Conformity can occur in the presence of others, or when an individual is alone. Informal social control is exercised by society through customs, norms, and mores. As with formal controls, informal social controls are varied and reward or punish acceptable or unacceptable behaviour. They differ from individual to individual, group to group, and society to society. Informal sanctions are used to achieve social control and may include shame, ridicule, discrimination, criticism, disapproval, and exclusion (Mead, 1937).



Forms of social control that occur in Contemporary Australian Society are incredibly diverse and reflect colonial history as well as modern processes of globalisation. For instance, discrimination against people of colour for wearing traditional hair styles, the use of hostile architecture excluding undesirable groups of people from public spaces and the regulation of social media use via customs of norms and appropriateness.

Source: Adapted from Innes, M. (2003). *Understanding social control: Deviance, crime and social order*. Maidenhead, UK: Open University Press, Mead (1937), www.boundless.com/sociology

Image: Author unknown, n.d. "Thumb up, thumb down" PNG file, available at: https://www.pngfind.com/mpng/oxTxho_thumbs-up-down-like-and-dislike-icon-hd/

Stimulus 3 – Relativity of Deviance

Commodifying Banksy

Whether an act is deviant or not depends on a society's definition of deviance. Therefore, the concept of deviance is relative to its social context. An example can be found in responses to graffiti. Named in 2010 as one of the 100 most influential figures in the world, the graffiti artists known only by the pseudonym 'Banksy' adopted stencilling as a technique and became part of the art movement now called street art. Banksy is much loved by Australia's street art community, many of whom fondly remember his visit here. His remaining works in the city are regarded as endangered – gradually fading as the years go by, and also at risk from council cleaning crews and construction workers. In 2010, a council worker painted over a Banksy rat in Hosier Lane, not realising it had been painted by the world's most famous street artist. The outcry prompted the deputy mayor to apologise to the city for the loss of a cultural icon – which in turn led to anger among members of the local street art community, who face severe penalties if caught painting on walls without permission. Illicit art is still subject to prosecution and punishment in Melbourne: Victoria has some of the harshest penalties in Australia for graffiti, and while Melbourne's Lord Mayor, who attended that city's Banksy exhibition opening party, has spoken publicly about his support for street art, it's clear that his support is for murals done with permission in designated places. Banksy's street works – which are illegal – would be categorised as vandalism if done in Melbourne. For all Melbourne's reputation as one of the street art capitals of the world, its city authorities have an uneasy relationship with the art form.



Source: Adapted from Young, A (2016), "Commodifying Banksy", article, published in *The Conversation*, website. <https://theconversation.com/commodifying-banksy-66679>

Image: Banksy, (graffiti artist), "Immigrant Birds" (non-extant) 2014 mural, Clacton-On-Sea, England.

Stimulus 4 – Theories of Deviance

Children who enter the youth justice system early are more likely to reoffend

Children who are first sentenced between the ages of 10 and 12 are more likely to reoffend than those first sentenced when they are older, according to a new report by the Sentencing Advisory Council. The younger a child was at their first sentence, the more likely they were to reoffend (with any offence), to reoffend violently, to continue offending into the adult criminal jurisdiction, and to be imprisoned in an adult prison before their 22nd birthday. The six-year reoffending rate of offenders who were first sentenced at 10–12 years old (86%) was more than double that of those who were first sentenced at 19–20 years old (33%). The



report also revealed that prior offending predicts reoffending. While approximately half (51%) of offenders with no prior convictions reoffended, the reoffending rate was 72% for offenders with one prior sentence and progressively increased to 90% of offenders with five or more prior sentences. 77% of young people in the study group were male. Differences in offending associated with age and gender included male offenders being more likely than female offenders to reoffend (67% compared with 39%), and for both males and females, the younger an offender was at their first sentence in the study period, the more likely they were to reoffend after their 2008–09 sentence. Sentencing Advisory Council Chair, Prof Arie Freiberg, states ‘We know that the relatively few children who start offending early are likely to have suffered trauma, abuse, or neglect. Many have witnessed family violence in their homes or have been victims of violent crimes themselves.’

Source: Adapted from *Reoffending by Children and Young People in Victoria*,” Authored and published by the Sentencing Advisory Council.
15 December 2016.
Available at: <https://www.sentencingcouncil.vic.gov.au/publications/reoffending-children-and-young-people-victoria>

Image: Public Domain. Available at: <https://www.drjuliewei.com/>

Section A continued

- In essay form, answer **one (1)** question from this section.
 - Use the material in any **one (1) 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

Explain the role socialisation plays in determining how an individual's identity is constructed. Using the stimulus material and information from the course, analyse and evaluate alternative views, including theories, in relation to the development of the self.

OR

Question 2

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.

OR

Question 3

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.

OR

Question 4

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.

Section B

Institutions: Power and Politics

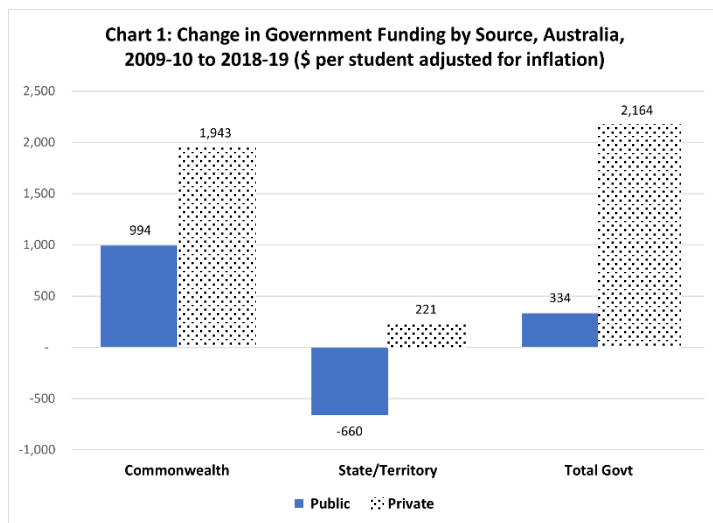
- In essay form, answer **one (1)** question, in response to the material in any one or more of the extracts (stimuli) provided.
- It is suggested that you **spend approximately 60 minutes** on this section.
- Use a **separate answer booklet** for this section.
- This section assesses **Criteria 2** and **7**.

Stimulus 5 – Education Funding

The vast majority of low SES and other disadvantaged students attend public schools; only a small proportion attend private schools. Figures provided to Senate Estimates by the Australian Curriculum and Reporting Authority show that 85% of low SES students attend public schools compared to 12% in Catholic schools and only 4% in independent schools.

By 2029 public schools will be underfunded by \$60 billion; private schools overfunded by \$6 billion. In the decade to 2019, private schools received an extra \$2,164 per student, public schools just \$334 per student. The huge costs to society as a result of such disadvantage includes higher unemployment, poor health, and low economic growth (Cobbold, 2021).

More than 90% of disadvantaged schools in Australia are public schools. Increased funding for public schools is fundamental to improved education outcomes for disadvantaged students because it provides the human and material resources needed to make a difference in learning. 'A policy that increases per-pupil spending for four years will improve test scores 92 percent of the time, and educational attainment even more often'. (Jackson et al, 2021).



Source: Adapted from <https://www.michaelwest.com.au/disadvantage-accelerates-as-private-school-funding-rises-six-times-public-schools-under-tudge/>

C. Kirabo Jackson & Claire Mackevicius (2021) *The Distribution of School Spending Impacts*, paper. Available from: <https://www.nber.org/papers/w28517>

Stimulus 6 – Media

The role of the media in a democracy is one that serves the public interest and holds power to account. Media concentration restricts and silences minority voices and dissent and public discourse becomes controlled by vested interests leaving the media in the hands of a powerful few allows those few to direct public policy, shape media regulation, and erode the principles of Australian democracy.

Public and political engagement with the question of media ownership and concentration in Australia has been renewed in recent years, sparked by increased public awareness and outrage at the excessive power of News Corp. The 2019–20 summer bushfires fuelled a wave of public anger and frustration at the disinformation published in the Murdoch-controlled press. Dismissal of the link between climate change and the disastrous fires led to extensive criticism of News Corp, including international coverage from The New York Times reporting on 'How Rupert Murdoch is Influencing Australia's Bushfire Debate' and Al Jazeera reporting on 'How "Murdochracy" controls the climate debate in Australia'. Critics suggest that Australia's highly concentrated media ownership has had a corrosive impact on democracy and skewed public debate, favouring the interests of the wealthy and powerful over the public good.



Source: Adapted from Walton, K. 'How "Murdochracy" controls the climate debate in Australia'. Al Jazeera. (24 January 2020), Michael West Media, available at: <https://bit.ly/3uRI1hU>, GetUp! available at: 2810-GetUp_-_Who_Controls_Our_Media_.pdf (d68ej2dhhub09.cloudfront.net).

Stimulus 7 – Work

Industry and occupation structural change

There is an evident shift in industry structure. The industries with the largest decline between 2000 and 2020 (in terms of share of total employment) are Manufacturing (5.4 percentage points), Agriculture, Forestry and Fishing (2.0 percentage points). The industries with the largest increases have been, Health Care and Social Assistance (4.8 percentage points). Professional, Scientific and Technical Services (2.3 percentage points) and Education and Training (16 percentage points). The occupational structure of the labour market has changed over the same period as well, with higher-level skills increasingly more in demand. This reflects the global trend of increasing automation and efficiency for entry level administrative or manual labouring positions.



Women's participation in paid work has also increased considerably over the past 50 years. Women made up almost half the paid workforce in Australia in 2020, compared to around 30% in 1966. In addition to participating in paid work at much greater levels than in the past, women are also working longer. This has changed across the generations – particularly at the ages when women usually have children. These changes have occurred in conjunction with changes in employment opportunities, greater access to paid parental leave, access to more flexible working arrangements and changes in the structure of the economy. In comparison, male employment across time, and across the generations, has seen much smaller changes.

Source: Adapted from <https://www.abs.gov.au/articles/changing-female-employment-over-time>. Australian Industry and Skills Committee, 23 March, 2021. Available at: <https://nationalindustryinsights.aisc.net.au/national/factors-and-trends>

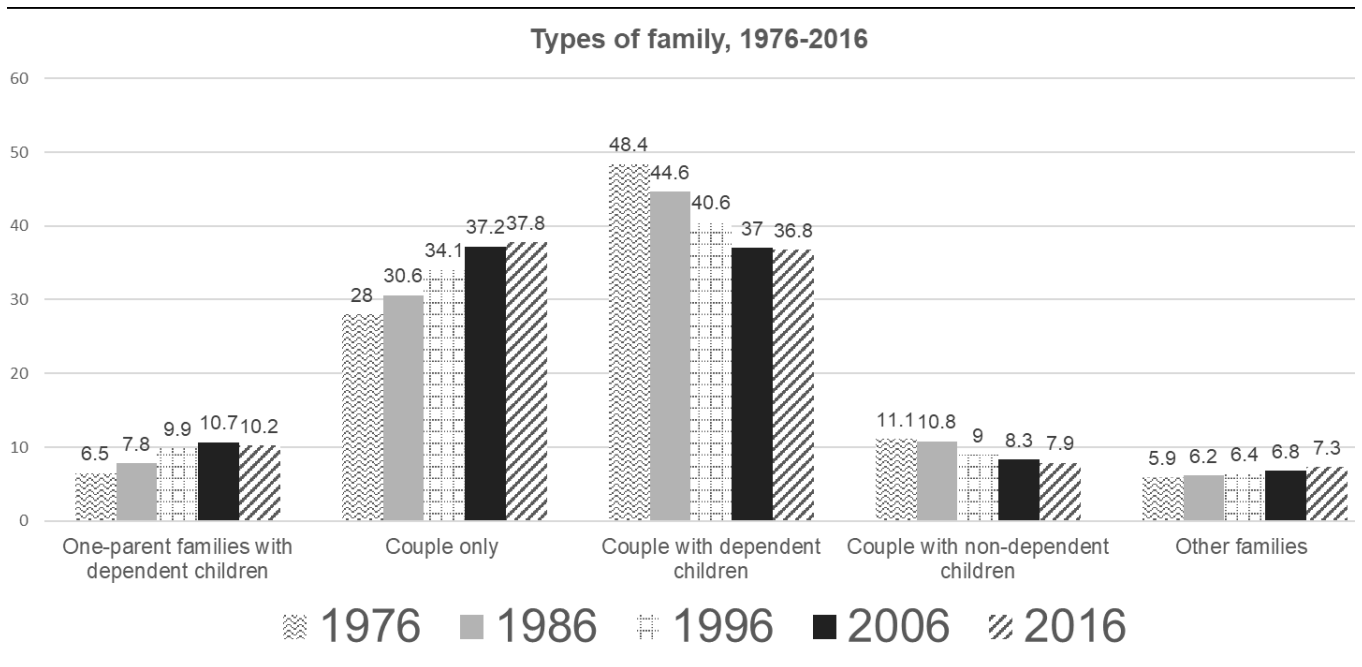
Image: Author unknown, n.d. "Women in engineering" stock photo, available at: www.gettyimages.com.au

Stimulus 8 – Family

Families then & now: households and families

Households have become smaller and more diverse over time, with increasing proportions of Indigenous and immigrant households. There has been a decline in families with dependent children, but an increase in couple-only families, especially older couples. In 1981, few households had referenced persons from Asian countries. Such households accounted for less than 2% of Australian households (three Asian regions combined). By 2016, the percentage of households with reference persons from the Asian regions had risen to 11%, with similar proportions across the three groups (4% from South-East Asia, 3% from South and Central Asian and 3% from North-East Asia). Living with extended family members is relatively more common in some cultural groups: South-East Asia, Chinese Asia, Other Oceania, and Southern and Central Asia. Households with three generations (i.e. parents, children, and grandparents) were uncommon across the census years between 1991 and 2016. This living arrangement increased from 3% to 5% of all family households from 1991 to 2016.

Source: ABS 1991-2011 Customised census tables Credit: Australian Institute of Family Studies 2020



Note: Other families include one-parent families with non-dependent children.

Sources: ABS 1976–2016 Censuses Credit: Australian Institute of Family Studies 2020 (aifs.gov.au/copyright).

Section B continued

- In essay form, answer **one (1)** question from this section.
 - Use the material in any **one (1) 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 consider that social stratification is created and maintained in social institutions (family, education, work, mass media). Using the stimulus material and information from the course, discuss the role that at least **two (2)** of these institutions play in stratification in contemporary Australian society. Evaluate alternative theoretical explanations in your answer.

OR

Question 6

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 the stimulus material and information from the course, discuss the role of power and politics in at least **two (2)** of these institutions. Evaluate alternative theoretical explanations in your answer.

OR

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, discuss the interrelationships between at least **two (2)** of these institutions in contemporary Australian society. Evaluate alternative theoretical explanations in your answer.

OR

Question 8

Institutions (family, education, work, mass media) are not fixed. They transform over time. Using the stimulus material and information from the course, discuss the ways in which at least **two (2)** of these institutions have changed over time in contemporary Australian society. Evaluate alternative theoretical explanations in your answer.

Blank Page

End of Exam



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

This exam paper and any materials associated with this exam
(including answer booklets, cover sheets, rough note paper, or information sheets)
remain the property of the Office of Tasmanian Assessment, Standards and Certification.