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External Assessment 2022

# SOCIOLOGY

BHS315116

Pages	12
Questions	8
Answer Booklets	2

**Preparation time for this exam:** 15 minutes

**Suggested working time:** 2 hours

**Instructions:**

- There are **two (2)** sections to this exam paper.
- You must answer **one (1)** question from each section in **essay form**:
  - **Section A** – answer **one (1)** question
  - **Section B** – answer **one (1)** question.
- Answer each section in a **separate answer booklet** and write the question number you are answering on the front over of each answer booklet.
- The exam is **two (2)** hours in length. It is suggested that you spend **approximately 60 minutes** on each section.
- 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

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		Questions available	Questions to answer	Suggested working time	Marks available
Section	<b>A</b>	4	1	60 minutes	All criteria are assessed using extended ratings of:  A+ to z
Section	<b>B</b>	4	1	60 minutes	
<b>Totals</b>		<b>8</b>	<b>2</b>	<b>120 minutes (2 hours)</b>	

# Section A – Socialisation: Conformity and Deviance

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- In essay form, answer **one (1)** question, in response to the material in any one or more of the extracts (stimuli) provided, in this section.
  - 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**.
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## Stimulus 1 – Identity Construction

### The increasing role of grandparents in the family, online media and schooling

Socialisation is the means by which people learn to behave as functioning members of society.

Construction of social identity continues throughout the lifespan, giving rise to various questions: *Who am I? What is my role? And how do I succeed?* Individuals are faced with competing demands and ideas from peers, families, schools and media. Theories of identity construction fall into three broad traditions: how individuals internalise identities (Mead, 1934), how individuals contextually perform identity through various 'scripts', and how collective identity is nurtured and mobilised (Davis, 2019).

Electronic media has reorganised the sites of some agents of social interaction, such as school (Meyrowitz 1997), whereas others, such as family, have adapted to meet specific needs. As such, grandparents have experienced an increased responsibility for the caring of grandchildren due to changes or issues affecting families over the past twenty years (Ochiltree, 2006). Increasingly, grandparents can take full responsibility for raising grandchildren due to parental divorce, re-partnering or drug and alcohol abuse, all of which disrupt 'traditional' family developmental experiences (Fitzpatrick, 2004; Gruenert, 2004; Patton, 2003, 2004). Studies of grandparents found many subscribe to a 'norm of non-interference', believing they do not have the right to tell parents how to manage children (Cherlin & Furstenberg, 1985). Child behaviour and discipline is a central topic of generational conflict. Such disruptions to the institution of the family often cause children to rely more heavily on peers, school, media and older family members to inform identity construction (Salima and Fayza, 2014).

**Source:** Adapted from Cerulo, K. A. (1997). Identity Construction: New Issues, New Directions. *Annual Review of Sociology*, 23, 385–409. <http://www.jstor.org/stable/2952557>.

Section A continues

## Section A continued

### Stimulus 2 – Socialisation

#### Social Control

Social control is the pattern of pressure through which society maintains social order and cohesion (Carmichael, 2012). These pressures establish and enforce a standard of behaviour for members of society via formal and informal sanctions such as shame, ridicule, discrimination, criticism, disapproval, and exclusion (Mead, 1937). The construction and maintenance of social order and moral consensus differs from individual to individual, group to group, and society to society. Control is exercised through individuals and institutions, ranging from family, peers, organisations such as the state, religious groups, schools, and the workplace. Regardless of its source, the goal of social control is to maintain conformity to established norms and rules.

Emergent forms of social control in contemporary Australian society are diverse and may include:

- greater surveillance of Indigenous young people in public places compared to others in society as a response to society's generalised fear of Indigenous youth (White, 1999)
- social signalling of mask wearing as representing compliance to social health norms (Stewart, 2021)
- the *cancel culture* phenomenon where individuals are 'called out' and ostracised on social media by members of the public
- normalised ridicule via the application of the labels 'Karen'\* for women and 'mid-life crisis'\* for men (Saint-Luis, 2021)
- Transgender athletes requiring sports uniforms that conform with societal gender norms, yet are still comfortable to wear (Jones et al., 2017b)
- formal and informal health campaigns monitoring the consumption of alcohol by pregnant women whereby "...*friends, family members and even strangers are more than willing to step in as the pregnancy police*" (Wade, 2011).

\*In some contexts, the terms *Karen* and *midlife crisis* are used as insults.

**Source:** Adapted from Stewart, E. (2021, May 20). Work Ahead: Cones, Vests, and Masks. *Sociological Images*. online blog, created by Lisa Wade. <https://thesocietypages.org/socimages/blog/>. Accessed on: 20/04/2022.

## Section A continued

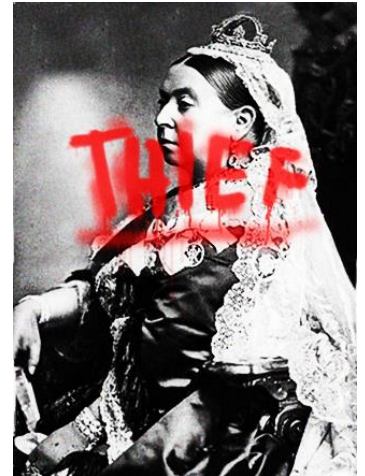
### Stimulus 3 – Relativity of Deviance

#### Museum collections as theft

Deviance is behaviour that violates social norms and prompts negative social reactions. The meaning of deviance is relative and changes over time. In culture, whether a behaviour is considered deviant depends on the circumstances in which the behaviour occurs, rather than the behaviour itself.

Recent attention has focused on museum collections as both preserving cultural knowledge and celebrating cultural destruction and theft (Sentence, 2018). "...nine times out of 10, museum items were stolen in very violent circumstances or taken as part of looting after a conflict" (Proctor, 2018). The British Museum, for example, displays artefacts taken during the colonisation of Australia such as the *Gweagal bark shield*, used by an Australian Aboriginal in defence against Captain Cook's rifle shots.

In recent times, museum curators have been made aware that traditional owners consider items such as this shield as culturally significant, and demand them to be returned to Australia (Kelly, 2016). One individual, Mwazulu Diyabanza, steals items from British and French museums as protest against colonial museum collections. "Our African history was cut off and a part which was stolen is *here*," says Diyabanza. The British Museum claims their collections are lawful, saying "...we are here to represent *all* cultures," (Boulton, 2016). Others, however, see it differently: "There's something wrong about stealing items that belong to another people and then, self-righteously claiming you look after them better than those who are entitled to own them" (Proctor, 2017).



Queen Victoria of England

**Source:** Adapted from Sentence, N.M. (2019). "Your neutral is not our neutral: The myth of objectivity in memory institutions." *Archival De-colonist*. Online blog. <https://archivaldecolonist.com>.

**Image:** Proctor, A. (2022). *Queen Thief*, digital media found at *The Exhibitionist* website. Available at [www.theexhibitionist.com](http://www.theexhibitionist.com).

## Section A continued

### Stimulus 4 – Alternative Sociological Theories of Deviance

#### Crime statistics in contemporary Australian society

Sociological theories of deviance emphasise social context and social pressure to explain deviant behaviour, or non-conformity to social norms.

- Social strain theory (Merton, 1938) examines an individual's adherence towards social goals measured against their belief in attaining them
- Structural functionalism emphasises the role deviance plays in society by defining appropriate behaviour between and within groups (Durkheim, 1936)
- Conflict theory proposes deviant behaviour is caused by social, political, or material inequalities (Marx, 1867)
- Labelling theory argues that people become deviant as a result of people forcing a deviant identity upon them (Becker, 1973).

A recent report (Minter, 2020) analysed 685 articles published by six newspapers regarding the use of youth stereotypes. Five recurring stereotypes about young people were identified:

- young people lack resilience/are lazy
- young people are criminal/dangerous
- young people are entitled
- young people are a homogenous group
- young people can't make the right decisions.

*The Australian* used stereotypes in 75% of its coverage and *The Herald Sun*, 61%. *The Australian* referred to youth as entitled (15% of the articles analysed), as lazy/lack resilience (13%); can't make right decisions (12%); and as criminal/dangerous (5%). *The Herald Sun* used the criminal/dangerous stereotype in 35% of the articles analysed. The report noted: "Stereotypes influence public policies that are made (or not made) for young people, and they influence young people's perception of themselves."

**Source:** Adapted from Minter, E. (2020). *Stereotypes in Contemporary Media*. Report. Available at: <https://www.michaelwest.com.au/voice-of-youth-silenced-by-mainstream-media/>.

Becker, H (1973). *Outsiders*. New York: Free Press.

Shulte, A., Traub, S., & Little, C. (2001). Theories of Deviance. *Teaching Sociology*, 29(1), 132. doi: 10.2307/1318800.

Durkheim. (1936/75). *On Morality in Society*. Heritage of Sociology series. Chicago: University of Chicago

Marx, K. (1867). *Das Kapital*. Berlin.

Merton, R.K. (1938). Social Structure and Anomie. *American Sociological Review*, 3(5), 672-682. <https://doi.org/10.2307/2084686>.

Mead, G.H. (1934). *Mind, Self and Society*. Chicago: University of Chicago.

Section A continues

## 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

Discuss and evaluate theories and alternative views on the process of socialisation and mechanisms of social control. Use the stimulus material and information from the course to support your argument.

**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 explain why deviance may occur.

**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

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- In essay form, answer **one (1)** question, in response to the material in any one or more of the extracts (stimuli) provided, in this section.
  - 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

### Barriers to formal learning

In 1969, the proportion of female students staying in school until Year 12 was 24 per cent. By contrast, in 2019 this figure rose to 89 per cent according to a report released by the Australian Bureau of Statistics (ABS). “Through this 50 year lens, we’re able to see that between 1969 and 1974, the proportion of girls staying in school until Year 12 rose sharply. This level of Year 12 enrolment then gradually increased through to the high numbers we see today.” In 2018, the proportion of all students staying in school until Year 12 was 85 per cent.

Perceived barriers to learning provide an insight into why certain groups may be excluded from education. Overall, 15-24 year-olds living in the *most* disadvantaged areas were *more* likely to report barriers to learning (associated with schooling or further education) than were those in *less* disadvantaged areas (21% compared with 15%). In both age groups, the most commonly reported barriers were lack of time, finances, and too much work.

People who experience socioeconomic disadvantage may not perceive a greater number of barriers to learning than people from less disadvantaged backgrounds because further education may not be high on their list of priorities or aspirations (ABS, 2011). Similarly, people with relatively high levels of education who want to pursue further studies may feel that doing so could interrupt their present career. As such, the comparison of reported barriers by socioeconomic status should be viewed in light of the fact that perceived barriers to further education are relative to the circumstances of respondents.

**Source:** Adapted from Australian Bureau of Statistics *More girls than boys staying in school* (2019), *Barriers to Formal Learning* (2011) and *Perspectives on Education and Training: Social Inclusion* (2009).

**Section B continues**

## Section B continued

### Stimulus 6 – Media

#### Criticising the Government

Satirical media in contemporary Australian society, such as The Chaser and Juice Media, offer a critical view of current social or political issues within Australian, and seek to highlight potential consequences of the Government's position and policy on that issue. "An increasingly popular way of sharing the 'honest truth' about political events is through satirical videos...bringing attention to the ridiculousness of political and worldwide events, not only by making people laugh but by being blunt about what is going on and how people are being taken advantage of" (Jeffs, 2018).

On 21 June 2018, the *Criminal Code Amendment (Impersonating a Commonwealth Body) Bill 2017* was passed in Australian Parliament and moved into law. Those found to be in breach of this new amendment by impersonating a government agency could face imprisonment. Those opposing the Bill expressed concern about freedom of speech and ambiguous wording which could result in legal action being taken against critics and satirists. "*It is unfortunate that the Australian government cannot distinguish between impersonation and satire. But it is especially worrying because the government has proposed legislation that would impose jail terms for impersonation of a government agency*" (Nazer, 2017).

Adam Bandt MP also addressed the perceived risks to freedom of speech posed by the Bill, making reference to the importance of maintaining the rights to "mercilessly troll government," as a feature of a healthy democratic society (Bandt, 2018).

**Source:** Adapted from "Charity video with bite – using satire to provoke action". Magneto Films. 10 January 2018. Retrieved 16 June 2018.

Nazer, D. (2017). *Australian Government wants to give satire the boot*. Electronic Frontier Foundation. [www.eff.org](http://www.eff.org).

### Stimulus 7 – Work

#### Unpaid work

Throughout pandemic associated lockdowns, unpaid activities have increased in contemporary Australian society. In a study conducted by the Australian Bureau of Statistics (ABS, 2021), individuals were asked how many hours they had spent in the previous week on selected unpaid activities. Results indicated that women were more likely than men to have spent an increased amount of time on:

- unpaid indoor housework (women: 69%, men: 44%)
- unpaid cooking and baking (women: 67%, men: 42%)
- unpaid care of adults (women: 14%, men: 8%).

Existing gendered divisions of labour were found to be continuing across all ages and occupations.

<b>Employment by occupation, 20–74 year old, by sex, 2019–20</b>		
	<b>Males %</b>	<b>Females %</b>
<b>Managers</b>	61.4	38.6
<b>Professionals</b>	44.7	55.3
<b>Technicians and trades workers</b>	83.8	16.2
<b>Community and personal service workers</b>	29.7	70.3
<b>Clerical and administrative workers</b>	27.3	72.7
<b>Sales workers</b>	41.9	58.1
<b>Machinery operators and drivers</b>	89.3	10.7
<b>Labourers</b>	65.5	34.5

**Source:** Adapted from Australian Bureau of Statistics (ABS, 2021).

**Section B continues**

## Section B continued

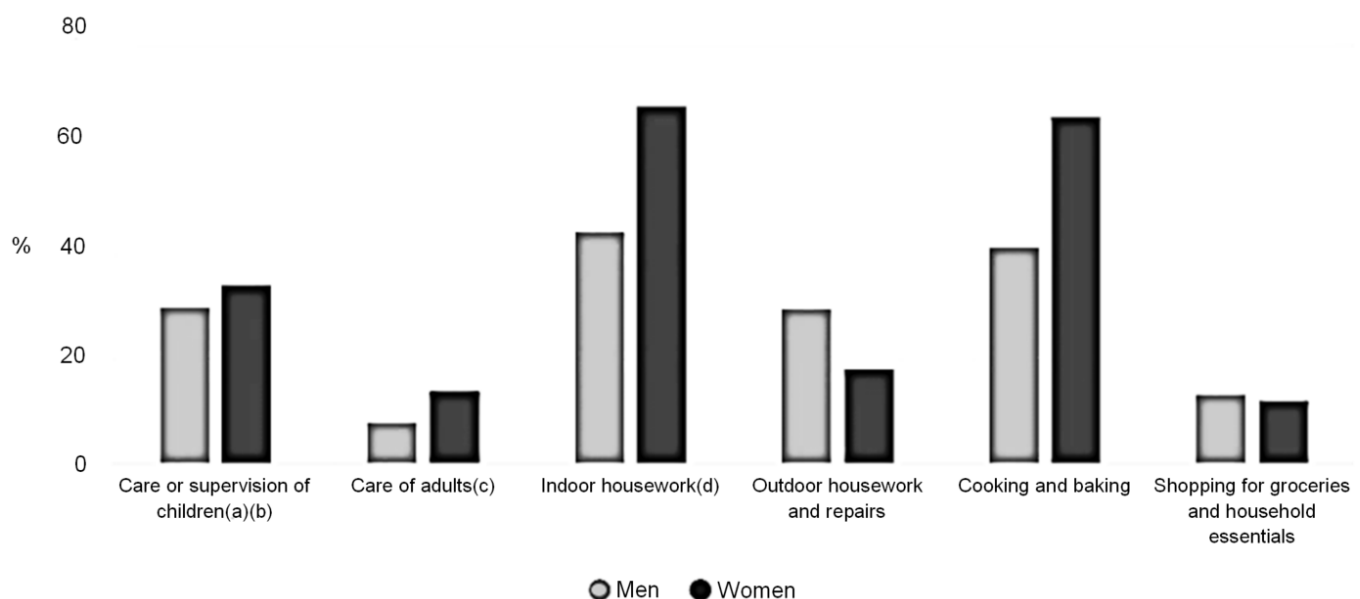
### Stimulus 8 – Family

#### Pandemic changing separated family interaction

COVID-19 has prompted separated families to reflect on the need for parents to work together in support of good quality parent–child relationships. Whatever their form, families appear to be using enforced and increased time together to find more creative ways of being with each other. E.g, prioritising family support and family coherence, reconsidering the purpose and location of both paid and unpaid work and finding creative ways to support and include those outside the immediate family, including key extended family members such as grandparents (Smyth, et al, 2020). Concurrently, due to either an intensification of existing family tensions, vulnerabilities or risks, an increased rate of Australian couples are currently seeking to separate or divorce (Smyth, 2020). Tensions and concerns stemming from a range of socio-economic pressures have also resulted in increased mental health issues, gambling addictions and substance abuse (Alphabeta, 2020; Green, 2020).

Work from home arrangements have also changed. In March 2022, nearly half (46%) of all Australians with a job worked from home one or more times a week in the previous four weeks. Similar proportions of men and women with jobs worked from home one or more times a week in the previous four weeks (48% of men and 44% of women).

**Persons aged 18 years and over, who spent five or more hours on selected unpaid activities in the last week, by sex**



- 'Children refers to people 15 years and under.
- 'Care or supervision of children' includes playing, talking, teaching, learning, reading and other activities with them, such as taking children to school and picking them up.
- 'Adults' refers to people 16 years and over
- Indoor housework includes cleaning and laundry.

**Source:** Adapted from Australian Bureau of Statistics. (2022) *Household impacts of Covid19*. Report. Available from: <https://www.abs.gov.au/statistics/people/people-and-communities/household-impacts-covid-19-survey/latest-release>.

## 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 social stratification to be *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 within 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. 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 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.



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