

External Assessment 2024

# SOCIOLOGY

BHS315116

Pages: 16

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.
- Write your answers for each section in a **separate answer booklet** and write the question number you are answering on the front cover of each answer booklet.
- The exam is **two (2) hours** in length. The suggested working time for each section is **approximately 60 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criteria.

# 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	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>	

## Criteria

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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.

# 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 (1)** or more of the stimulus materials provided in Section A.
  - Write your answer in a **separate answer booklet**.
  - The suggested working time for this section is **approximately 60 minutes**.
  - This section assesses **Criterion 1** and **7**.
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## Stimulus 1 – Socialisation, Social Control and Conformity

### Australian parents want schools to teach more social skills

Recent research by Monash University found that parents are thinking about education as more than just “curriculum and outcomes” and are increasingly asking schools to help socialise their children: 69% of parents across the public and independent sector believe schools should be teaching more social skills, while almost half want their children to be taught how to “behave in public”.



*Figure 1: Australian high school students in a classroom.*

Spokesperson, John Velegrinis, said that socialisation is becoming a more prevalent focus for parents because their children spend more time engaging with digital learning tools, with more individual time looking at screens, so perhaps parents are worried they’re missing out on social interaction. Life was once much simpler than it is now and the roles of the family and education in socialisation need to be better defined.

The 2023 Senate inquiry into the rising levels of disruption in classrooms has called for a “behaviour curriculum” to explicitly teach students how to behave appropriately. This would help them to understand their school’s behavioural expectations and values, navigate the social environment successfully and ensure that the best possible learning climate is achieved, paving the way for better future outcomes for young people throughout adult life.

*Adapted from:*

<https://www.abc.net.au/news/2023-12-01/australian-kids-disruptive-classroom-school-behaviour-report/103176212>

*Australian parents want schools to teach more social skills, survey finds | Australian education | The Guardian*

*Image source: <https://www.abc.net.au/news/2023-12-01/australian-kids-disruptive-classroom-school-behaviour-report/103176212>*

## Stimulus 2 – Socialisation and Identity Construction

### The impact of social media on identity construction

In the digital age, social media has become integral to our lives and holds significant power in shaping our identities. Real world social interactions are being increasingly replaced by the virtual world. There are many benefits in engaging with social media, such as finding groups that align with our interests, values, and identities, creating a supportive network that reaffirms who we are.

However, this can also lead to the formation of echo chambers, where our perspectives are reinforced without exposure to diverse opinions. Social media also amplifies the pressure to present an idealised version of ourselves by crafting and curating our online personas, shaping how others perceive us and even how we perceive ourselves.

There is increasing concern that the feedback we receive from our interactions in the virtual world may not be helpful in forming a healthy, resilient identity. It is important to strike a balance between enjoying the benefits of social media and recognising that imperfections are what make us human. Everyone experiences ups and downs. Perhaps we would all benefit from more real world interactions.



*Figure 2: a young person putting on a mask.*

*Adapted from:  
Impact of Social Media on Identity: Virtual Realities and Self-Perception (socialbu.com)*

*Image source: <https://www.flickr.com/photos/56695083@N00/44648285177>*

## Stimulus 3 – Alternative Sociological Theories of Deviance

### Youth crime became a key issue in the recent Tasmanian election campaign

Premier Jeremy Rockliff announced the Liberals would create a police strike force “with the sole mission to target repeat offenders, no matter their age”. He said, “Tasmanians have had a gutful of juvenile career criminals. We can absolutely be tough on crime, keep people accountable but ensure we have a system of rehabilitation that reduces recidivism and supports young people to be productive members of our community.”

Mr Rockliff said “there would also be a crack down on ‘crimfluencers’, a new generation of criminals bragging about theft, assault, hooning and worse on social media platforms like TikTok and SnapChat and it's disgusting”. There would be stronger penalties for hooning, road rage and vehicle theft. Boasting about a crime on social media would be looked upon unfavourably during sentencing. “They don't care about their victims, they incite copycats, and think they're above the law. This has to stop, so we're going to do everything we can to throw the book at them.”

Child safety advocates have slammed the Liberals' crack down on youth crime stating that, “These announcements might make for good media, but they do not make Tasmanian communities safer”. This is simply fear-mongering at the expense of young people. We cannot arrest our way out of these complex problems.

Criminologist Rob White added that unless the cause of crime is addressed, a “tough on crime” approach just “generates further problems into the future”.



*Figure 3: a Tasmanian Police officer standing in the street next to a police car.*

*Adapted from:*

*Tasmanian Liberals election promise to 'crack down' on young offenders questioned in wake of Ashley findings - ABC News*

*Image Source: 12f7301f3344405d9b4091b47f476272*

## Stimulus 4 – Relativity of Deviance

### Smoking is declining, but young people are more likely to vape

Since the 1970s successive Australian governments have introduced increasingly strong restrictions on accessing tobacco products and smoking, which are now heavily regulated and backed by penalties.

Smoking rates have substantially reduced: around 40% in the 1970s to under 15% in 2021. However, there are growing fears that vaping may reverse this progress, particularly in children and adolescents, creating the next generation of nicotine addicts.



*Figure 4: young person's hand holding an eCigarette. In the background: a playground.*

Vaping was originally introduced to help people quit smoking. However, this is not the case for young people, for whom vaping is an increasingly popular recreational activity. Young people vape to 'fit in' with peers and often share the latest trends in vaping products on social media. Vaping is directly marketed to young people through social media as being 'cool', offering fruity, sweet flavours and small, easily accessible and disposable devices. Young people report that vaping is easy to conceal from teachers and parents as the vapour quickly disappears.

The government has already made it illegal to buy or sell vaping devices containing nicotine without a doctor's prescription. However, recent reports reveal that "kids of all ages are having no issue tracking down" disposable eCigarettes containing nicotine through "a black market, sold under the counter, in stores or on social media". Health Minister Mark Butler is determined to completely ban vaping for recreational use.

*Adapted from:*

- *Four Corners - Series 2022 Vape Haze: ABC iview*
- *Study provides new insights on teen vaping behaviour in Australia - The University of Sydney*
- *Over 3.5 million Australians aged 14 or over vape or smoke, new data has revealed - ABC News*
- *Then and now: 50 years since cigarettes linked to cancer - ABC News*

*Image source: f56befd28b43175e07f9f0b7033d3606*

# Section A – Socialisation: Conformity and Deviance

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- In essay form, answer **one (1)** question from this section.
  - Use the material in **any one (1)** or more of the stimulus materials provided in Section A, as well as information from the course.
  - **Use sociological terms and concepts in your answer.**
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## Question 1 – Socialisation

Explain and evaluate the process of socialisation and mechanisms of social control. Using the stimulus materials from Section A and information from the course, analyse and evaluate alternative sociological theories in relation to the development of social norms.

**OR**

## Question 2 – Identity Construction

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

**OR**

## Question 3 – Sociological Theories of Deviance

Explain and evaluate why some people are more likely to be involved in criminal behaviour in contemporary Australian society. Using the stimulus materials from Section A and information from the course, analyse and evaluate alternative sociological theories in relation to deviance.

**OR**

## Question 4 – Relativity of Deviance

Explain and evaluate the meaning and relativity of deviance. Using the stimulus materials from Section A and information from the course, analyse and evaluate alternative sociological theories in relation to deviance as a relative concept.

## Section B – Institutions: Power and Politics

- In essay form, answer **one (1) question**, in response to the material in any **one (1)** or more of the stimulus materials provided in Section B.
- Write your answer in a **separate answer booklet**.
- The suggested working time for this section is **approximately 60 minutes**.
- This section assesses **Criteria 2 and 7**.

### Stimulus 5 – Media – Where do young people get their news from?

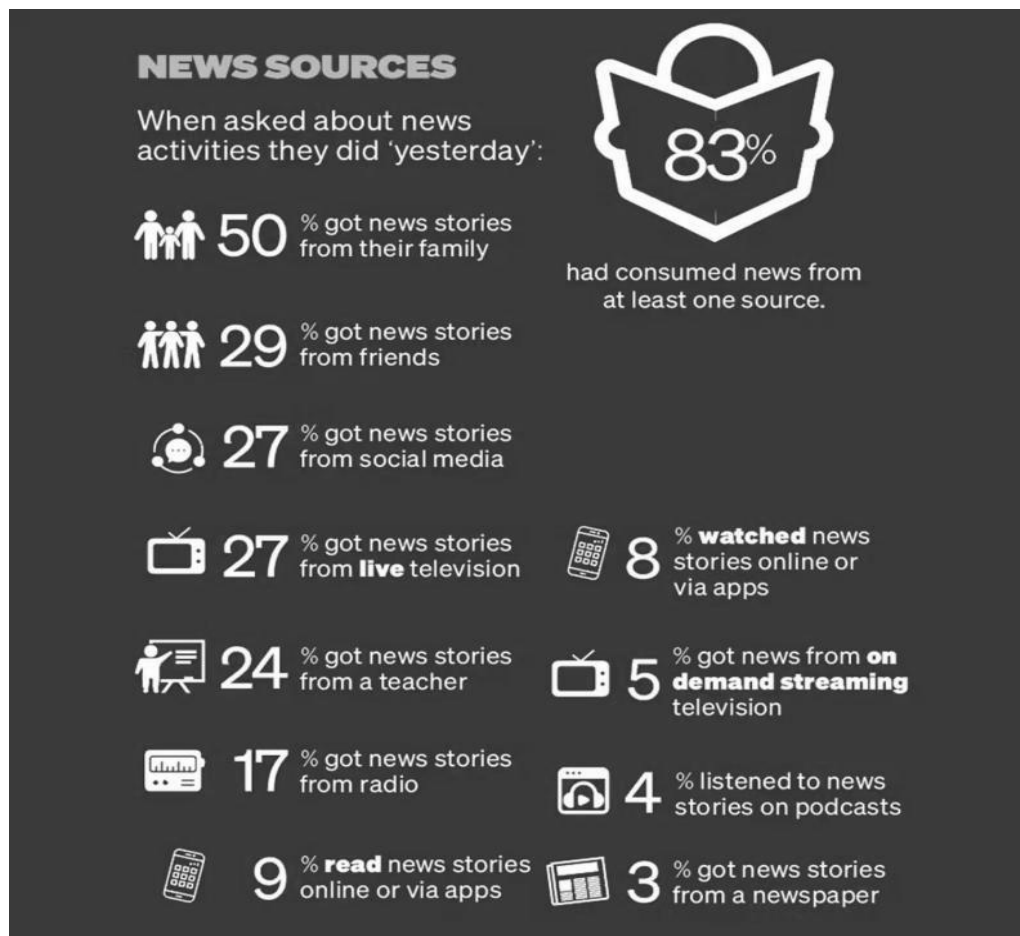


Figure 5: data from research conducted by The Conversation in 2023 on where children and young people (8-16 years) get their news from.

## Stimulus 5 – Media continued

Recent research conducted by *The Conversation* in 2023, *Where do children and teenagers (aged eight to 16) get their news from?*, shows a shift in young people’s news engagement with social media.

This highlights the need for consistent media literacy education across Australia, which would help young people learn more about social media, such as methods for identifying misinformation, privacy settings and how **algorithms\*** work.

Technology companies, such as Google and TikTok, use algorithms to select news based on what they think users will like, creating bias in the news people consume. Many young people regularly access news via social media, however only 40% are familiar with the term ‘algorithm’ in relation to news.

This could relate to level of engagement. Young people with a high level of engagement with news are also more likely to take actions that will help them to avoid misinformation. For example, they are six times more likely to report checking multiple sources to verify news when compared with young people with a low level of interest in news (63% versus 10%). This suggests news engagement is linked to many positive outcomes that may help young people to avoid misinformation.

Media literacy education should be a government priority. It will help young people to grow up being engaged, informed and critical news consumers and citizens.

### **DEFINITION:**

*\*Algorithms, in relation to social media, are rules, signals and data that govern the platform’s operation. These algorithms determine how content is filtered, ranked, selected and recommended to users. In some ways, algorithms influence our choices and what we see on social media.*

Adapted from:

<https://theconversation.com/young-australians-increasingly-get-news-from-social-media-but-many-dont-understand-algorithms-215427>

Image source: <https://images.theconversation.com/files/554650/original/file-20231019-29-yu4zzd.png?ixlib=rb-4.1.0&q=15&auto=format&w=600&h=600&fit=crop&dpr=3>

## Stimulus 6 – Family

### More young people living with parents than ever before

A recent report, *Young People Living with Parents* by the Australian Institute of Family Studies (AIFS), found the numbers of young people living with their parents increased for both women and men between 2006 and 2021. Men were more likely than women to live with parents at all ages:

**Age 19:** 72% of males and females (63% in 2006).

**Age 20–24:** 51% of males (46% in 2006);

43% of females, (36% in 2006).

Co-author, Dr Lixia Qu, said this increase applies to every age until the early thirties and may be driven by housing affordability, difficulty in finding employment, high rates of full-time study combined with low income, as well as cultural and health-related factors.

The report showed a strong association between lower income and living with parents.

For example, the personal income of young men:

**Age 20–24:** 28% earned under \$16,000 per year, (**were not living with their parents** 15%)

**Age 25–29:** 37% earned under \$34,000 per year, (**were not living with their parents** 17%)

These results were similar for young women, however, the incomes were significantly higher for young men who were **not living with parents**.

AIFS Research Director Dr Rae Kaspiew stated that there can be many positives from living with parents for longer, it can also lead to more challenging relationships and increase conflict in the home. Differing opinions about habits and lifestyles, coupled with external pressures on the young person, for example, trying to save a house deposit, can all come into play. It's important that communities and policymakers take into account the higher prevalence of this living arrangement, in terms of supporting families with the services they may need.

*Adapted From:*

<https://aifs.gov.au/research/facts-and-figures/young-people-living-parents>

*Image source: GettyImages/Angelo Varel*



*Figure 6: an older woman and a younger woman in a kitchen preparing a meal and laughing together.*

## Stimulus 7 – Education

### Inequalities baked into Australia's education system

It is a general rule that education is the way to boost social mobility and make communities more equal, but in recent years, schooling in Australia has been wracked with growing inequality.

One of the most contentious issues is the increasing privatisation of education in Australia. 36% of students attend non-government schools. The OECD average is 18%.

However, funding is disproportionate. In 2020-21, the Federal Government provided \$17.3 billion to non-government schools, including to the wealthiest in the country. Some critics claim this is undermining public education, ghettoising the school sector into rich and poor, and further contributing to inequality.

Between 2013 and 2017, Australia's four richest schools spent more on new facilities than the poorest 1800 schools. Monash University academic Howard Prosser says parents who spend between \$20,000 and \$40,000 a year on private education for their children, expect excellent academic results, as well as status, networks, transition into the professional classes and social acceptance. A Gonski panel member Ken Boston points out that the non-government sector can spend their government funding on facilities such as "three swimming pools, extensive playing fields, a grandstand, a multimillion-dollar auditorium, extensive landscaping and a wellness centre".

At the same time, there are public schools having to manage with "relocatable classrooms, no air conditioning, inadequate outdoor areas, inadequate libraries, no gymnasium, and no real sporting facilities," said Boston.

Education Minister Jason Clare said that the educational divide between rich and poor, city and country "ricochets through generations. It means our children lead different lives".



*Figure 7: the sweeping entrance driveway of a non-government school in Australia.*

*Adapted From:*

*Inequalities baked into Australia's education system (afr.com)*

*Government Finance Statistics, Education, Australia, 2020-21 financial year | Australian Bureau of Statistics (abs.gov.au)*

*Image source:*

*[https://static.ffx.io/images/\\$zoom\\_0.138%2C\\$multiply\\_4%2C\\$ratio\\_1.5%2C\\$width\\_756%2C\\$x\\_0%2C\\$y\\_0/t\\_crop\\_custom/c\\_scale%2Cw\\_2200%2Cq\\_52%2Cf\\_auto/257b62f095155b93939639595789e267b8c9a9f7](https://static.ffx.io/images/$zoom_0.138%2C$multiply_4%2C$ratio_1.5%2C$width_756%2C$x_0%2C$y_0/t_crop_custom/c_scale%2Cw_2200%2Cq_52%2Cf_auto/257b62f095155b93939639595789e267b8c9a9f7)*

## Stimulus 8 – Work

### From ‘worker’s paradise’ to juggling multiple insecure jobs

Australia has a long history of fighting for better, standardised and fairer working conditions, having one of the most progressive labour environments in the world by the early 20th century. Australia became known as a ‘worker’s paradise’, attracting immigrants from around the world searching for a better life. Full-time, permanent work was the norm. Full Employment was the official economic policy in Australia, lasting until the 1970s.



*Figure 8: a young female and male working in a coffee shop.*

Since then, and accelerating since the 1990s, conditions and entitlements have been steadily eroded. According to the OECD, our work-life balance is worse than many other countries, including the US. Unpaid overtime has become increasingly common. It’s now getting even harder to find full-time work in many industries, so more people are taking second part-time jobs or multiple jobs in a labour market where jobs are plentiful but many of those jobs are only part-time.

Instead of standard working hours, some people work just a few hours a week, while 13% of employees work very long hours (60+ per week). Insecure, precarious work is now very common. Roughly 2.3 million casual workers in Australia don't get paid leave entitlements such as holiday and sick leave. Almost 64% of multiple job holders in 2022 worked part-time in their first job.

The number of multiple job holders has been growing steadily since 2000 and is currently estimated at 6.7% of the workforce. More women than men work multiple jobs, and most are aged 20 to 24. The growing number of people with multiple jobs is because they can’t get the hours they need in their primary job. Cost-of-living pressures are also a factor. A recent survey reported 32% of respondents felt financially pressured to work more than one job.

Adapted from:

- <https://www.abs.gov.au/articles/understanding-full-time-and-part-time-work>; *It's getting even harder to find full-time work. So more people are taking second part-time jobs* (theconversation.com)
- <https://www.abc.net.au/news/2021-06-02/job-security-employment-fears-australia-talks-survey/100182212>
- <https://www.abc.net.au/news/2023-05-22/why-are-so-many-australians-working-overtime-long-hours/102353176>

Image source: *The hospitality sector* (keephub.io)

## Section B – Institutions: Power and Politics

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- In essay form, answer **one (1)** question from this section.
  - Use the material in **any one (1)** or more of the stimulus materials provided in Section B, as well as information from the course.
  - **Use sociological terms and concepts in your answer.**
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### Question 5 – Stratification

Explain and evaluate how social stratification is created and maintained in social institutions (family, education, work, media). Using the stimulus materials from Section B 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 and Politics

Explain and evaluate how power is exercised in social institutions (family, education, work, media). Using the stimulus materials from Section B and information from the course, discuss the role of power and politics in **at least two (2)** of these institutions within contemporary Australian society. Evaluate alternative theoretical explanations in your answer.

OR

### Question 7 – Interrelationships of Institutions

Explain and evaluate how social institutions (family, education, work, media) interrelate. Using the stimulus materials from Section B 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 – Changes over Time

Explain and evaluate how social institutions (family, education, work, media) transform over time. Using the stimulus materials from Section B and information from the course, discuss the transformation of **at least two (2)** of these institutions in contemporary Australian society. Evaluate alternative theoretical explanations in your answer.

End of Exam

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