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Australian Sociology: A Changing Society 4e

Testbank

Chapter 2 Class

LO2.1: Analyse the relationship between wealth and income inequality

Question type: Multiple choice

Question 1: The following would be included when calculating wealth:

- a) Salary, life insurance and business profits
- b) Rental income, collectables, and art
- c) Property, superannuation and cars
- d) Property, life insurance, dividends

Answer: C

Difficulty: 2

Answer Ref: 19 (Reading pages 19-20)

Question type: Multiple choice

Question 2: The Gini coefficient is a measure of:

- a) National equality
- b) Wealth inequality
- c) Income inequality
- d) Egalitarianism

Answer: C

Difficulty: 1

Answer Ref: 21 (Reading pages 21-22)

Question type: Short answer question

Question 3: Make a list of short sentences that provide at least five reasons why calculating wealth is not an easy task.

Answer: Student response could include examples of wealth assets; the difficulty in measuring the value of such assets; issues with identifying ownership of wealth assets; the impact of the economic environment on wealth; and the way wealth is acquired.

Difficulty: 3

Answer Ref: 19 (Reading pages 19-20)

Question type: Essay

Question 4: Compare and contrast the significance of wealth and income when determining the level of inequality in contemporary Australia.

Answer: Student response should include a definition of wealth; examples of wealth; definition of income; examples of income; descriptions of inequality at the point of production and consumption and an explanation of how wealth and income contribute to inequality; describe Marx and Weber's perspectives on wealth and income and relevance to inequality in contemporary Australia

Difficulty: 3

Answer Ref: 24 (Reading pages 19-29)

L02.2: Describe the distinction between Marx's and Weber's analysis of class

Question type: Multiple choice

Question 5: Which of the following is a key difference between Marx and Weber's views?

a) Weber ties privilege to ownership of manufacturing whereas Marx ties it to ownership of property

b) Marx ties an individual's class to the functions that they perform. For Weber, class is also tied to the sphere of consumption and labour market position.

c) Weber takes into account the importance of lifestyle, whereas Marx is more interested in cultural capital

d) Marx argues being in the middle class reduces exploitation of workers whereas Weber argues they should join political parties

Answer: B

Difficulty: 3

Answer Ref: 23 and 27 (Reading pages 22-29)

Question type: Short answer

Question 6: In less than 500 words, using one example of your own experience at work, demonstrate the ways that surplus value is generated by workers.

Answer: Student response could include a description of surplus value such as the difference between the workers' wages and the value of the goods or services they produce. Describe a work context. Apply the idea of surplus value to the work context. Provide example of how surplus value is generated relevant to this work context. For example working on nightfill for a large supermarket - workers that are physically fit move more stock each shift than workers with less strength. The fit workers create greater surplus value because they produce more each shift. These workers are employed more because they get more done - this is an example of speeding the pace of work to increase surplus value - the difference between wage costs and profits.

Difficulty: 2

Answer Ref: 23-24

Question type: Multiple choice

Question 7: Which of the following is an example of a measure designed to extract surplus value from workers?

a) Dividing labour according to specialised tasks

b) Providing paid holidays

c) Encouraging union membership

d) Workplace health and safety

Answer: A

Difficulty: 1

Answer Ref: 24 (Reading pages 23-24)

Question type: Essay question

Question 8: 'The ratio of unpaid or surplus labour time to necessary labour time is the rate of exploitation' (p. 24). Choose one example of a workplace or type of work and examine the ways that exploitation of workers by surplus labour time occurs.

Answer: Student response could include an explanation of Marx's theory of surplus value and exploitation and descriptions of workplace scenarios that illustrate the five points listed on page 24.

Difficulty: 3

Answer Ref: 24

Question type: Multiple choice

Question 9: Marx believes that unemployment leads to the creation of a reserve army of labour which affects employed workers because:

- a) Unemployed workers increase competition for jobs and weaken bargaining power for better wages
- b) It means that everyone needs to continue on to higher education and gain a degree or trade qualification before they get a job
- c) Employed workers have to pay more taxes which are used to provide unemployment benefits to those without work
- d) Employed workers have to work much harder to compensate for those who are no longer employed

Answer: A

Difficulty: 1

Answer Ref: 25 (Reading pages 24-25)

Question type: Multiple choice

Question 10: Select the statement that correctly explains Marxist theory:

- a) Capitalism influences the growth of the middle class

- b) Inequality in capitalism is determined by people's capacity to consume
- c) Unemployment allows the ruling class to increase its wealth over the working class
- d) Class division, such as between the proletariat and bourgeoisie, works against the aims of capitalism and impedes success

Answer: C

Difficulty: 3

Answer Ref: 25 (Reading pages 22-26)

Question type: Multiple choice

Question 11: Weber distinguished between four economic classes. Which of the following is NOT one of these?

- a) Propertied class
- b) Working class
- c) Underclass
- d) Intelligentsia

Answer: C

Difficulty: 1

Answer Ref: 27 (Reading pages 27-29)

Question type: Multiple choice

Question 12: Which of the following TWO are accurate in describing the ways in which some status groups achieve social closure?

- a) Promoting intermarriage within their group/Crediting themselves with titles and awards
- b) Promoting a social structure which supports older generations/Promoting intermarriage within their group
- c) Taking an active interest in community values and participating in philanthropy/Promoting a social structure which supports older generations

d) Crediting themselves with titles and awards/Promoting a social structure which supports older generations

Answer: A

Difficulty: 3

Answer Ref: 29 (Reading pages 28-29)

Question type: Multiple choice

Question 13: Who was the first Australian sociologist to investigate the existence of a power elite in Australia?

a) Encel

b) Wild

c) Dempsey

d) Weber

Answer: A

Difficulty: 1

Answer Ref: 29 (Reading page 29)

Question type: Short answer

Question 14: Choose one celebrity and undertake brief research (one or two news or magazine articles) to investigate the ways that they demonstrate cultural capital. Make a list of bullet points which show the type of cultural capital and the ways that this is shown in the article.

Answer: Student response could include indications of the symbols of cultural capital. For example, the types of clothing, housing, motel accommodation and transport used, the people and groups associated with the celebrity, the level of reverence shown by fans or interviewers and the type of recognition such as Oscar awards or movie sales.

Difficulty: 3

Answer Ref: 29 (Reading pages 28-29)

L02.3: Distinguish between different classes in Australian society and the functions they perform

Question type: Multiple choice

Question 15: In his book, 'The Experiences of Middle Australia', Michael Pusey (2003) accuses the corporate elites of which of the following?

- a) Abandoning loyalty to national or community values and becoming detached
- b) Abandoning industrial innovation in favour of old money
- c) Forcing Australian workers to be highly mobile so that they can move to where the jobs are
- d) Forcing Australians to have larger families so that there is an increase in the work force

Answer: A

Difficulty: 2

Answer Ref: 30 (Reading pages 31-32)

Question type: Multiple choice

Question 16: Which of the following is a reason for the lack of evidence of class in statistical information?

- a) People don't know which class they are and cannot fill this in on survey forms
- b) Wealth is hard to trace as it is put back into the company
- c) People's perceptions that Australia is an egalitarian society
- d) The size of the middle class

Answer: B

Difficulty: 2

Answer Ref: 31 (Reading pages 30-33)

Question type: Multiple choice

Question 17: Which of the following conditions is evidence that highly educated professionals are not part of the ruling class?

- a) Decline in union membership
- b) The instability of their employment
- c) Increased education of the working class
- d) Growing individualism

Answer: B

Difficulty: 1

Answer Ref: 31 (Reading pages 31-32)

Question type: Multiple choice

Question 18: Identification of a working class culture has decreased in Australia due to the...

- a) Expansion of the middle class
- b) Decline in manufacturing employment
- c) History of the Labor Party
- d) Decline in the welfare state

Answer: B

Difficulty: 3

Answer Ref: 32 (Reading pages 32-33)

Question type: Multiple choice

Question 19: The deregulation of the system of arbitration between capital and labour in Australia in the 1980s resulted in an increase in...

- a) Industrial action
- b) Profits
- c) Collective bargaining
- d) Class warfare

Answer: B

Difficulty: 3

Answer Ref: 32 (Reading pages 32-33)

LO2.4: Explain the controversies surrounding the 'poverty wars'

Question type: Multiple choice

Question 20: Which of the following was NOT included in the conditions that William Wilson argued would follow the emergence of long-term unemployment in advanced capitalist countries?

- a) Crime and drug addiction
- b) Depression
- c) Marriage between classes
- d) Inability to participate in public life

Answer: C

Difficulty: 2

Answer Ref: 34 (Reading pages 33-34)

Question type: Multiple choice

Question 21: Which of the following is identified as a structural condition that constrains the opportunities available to the poor?

- a) Public transport
- b) The idea of the fair go
- c) Lack of social capital
- d) Centrelink payments

Answer: C

Difficulty: 2

Answer Ref: 34 (Reading pages 33-34)

Question type: Essay question

Question 22: Use the concepts of relative and absolute poverty to explain the poverty wars.

Answer: Student response should include definitions of relative and absolute poverty as described on page 34. Absolute poverty is about having enough to survive whereas relative poverty is about having enough when compared to the average in the society. Absolute poverty identifies poverty at a much lower level than relative poverty. These differences have implications for the way the problem of poverty is measured and addressed in a society.

Difficulty: 3

Answer Ref: 34

L02.5: Analyse how sociologists measure inequalities

Question type: Short answer

Question 23: Does poverty exist in Australia? In two columns, list in short sentences as many arguments for or against the existence of poverty in Australia. Use examples and sociological references where possible.

Answer: Student response should include the implications of the relative poverty benchmark and the implications of the absolute poverty benchmark and the way both are measured. Identify the arguments for defining poverty as relative to the norm. Identify the argument for defining poverty in absolute terms. Identify the interests vested in each approach.

Difficulty: 3

Answer Ref: Reading pages 34-36

Question type: Multiple choice

Question 24: The premise that inequality is inevitable is underpinned by the assumption that...

- a) Poverty is relative to wealth
- b) The poverty wars are a fallacy
- c) Relative poverty is a misconception

d) Poverty and wealth are unrelated

Answer: D

Difficulty: 3

Answer Ref: 35 (Reading pages 34-36)

Question type: True or false

Question 25: Measuring poverty in absolute terms highlights the social experiences of the poor.

a) True

b) False

Answer: B

Difficulty: 2

Answer Ref: 35 (Reading pages 34-36)