To be filled in by the Jury. Do not write any notes here!							
Code	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	**Total points**
	Max 15	Max 15	Max 20	Max 15	Max 20	Max 15	Max 100

SOCIAL SCIENCES: PERSON. SOCIETY. STATE

11th Grade
Variant 2

to be completed within 120 minutes
Maximum score – 100 points

Task 1. *(maximum grade - 15 points)*

Classical sociologists Karl Marx and Friedrich Engels wrote in one of their works: "The proletarians have nothing to lose but their chains."

Why do the proletarians (working class) have nothing to lose but "their chains"? What kind of "chains" are we talking about here? Which social class does have something to lose in this situation? Can this statement be applied to modern society?

Task 2. *(maximum grade - 15 points)*

Before parliamentary elections, one of the local TV channels held an opinion poll to find out, which party their audience was going to support. A vast majority of viewers gave their votes in favour of the X party. However, in the actual fact, the Y party won the election. TV channel claimed election fraud, since a vast majority of its viewers had said they supported the X party.

Is there another way to interpret the mismatch between the TV channel's opinion poll and the actual election results? Is it possible that both the TV audience gave true answers about their political inclinations, and election has not been manipulated? What role did the TV channel's audience play in this situation?

Task 3. *(maximum grade - 20 points)*

In many Western countries today, it is common practice to leave a small tip to the waiter at restaurants and cafes. This is usually interpreted as a small token of appreciation for good service during the meal.

However, giving a tip to a teacher to thank them for a great class wouldn't normally occur to any student.

Why do you think in modern Western society tips are commonly acceptable tokens of appreciation for waiters but not for teachers? Will this situation change, if you give a larger amount of money to the teacher as a thank you for a great lesson? Provide an example of a token of appreciation, which would be appropriate for a teacher but inappropriate for a waiter?

Task 4. *(maximum grade - 15 points)*

In the modern world, special attention is paid to Internet or cyberspace, which is in many ways shaping new reality for individuals, organizations, and entire states. Some people believe that a state/goverment, by and large, doesn't have any power over the processes taking place in social media. In the case of major players in the market, the government has established mechanisms to monitor and regulate their operations, and successful projects are being carried out. However, password-protected private social media (messengers with chats and closed forums) and microservices for streaming video are a potential threat.

Task. Using your knowledge in public administration, provide substantiated answers to the following questions:

1) Explain why social media give people more opportunities to assess the actions of the government? What are the advantages and potential threats of social media for public authorities? For the general public?

2) Describe how, in your opinion, the govenment should regulate cyberspace, and justify your answer, providing background information, if necessary.

3) In your opinion, how do social media accounts of state organizations affect the image of its employees? How can you increase the user appeal of their SM accounts? Suggest and describe content for such public pages.

Task 5. *(maximum grade - 20 points)*

The profile of Russian public official that has been shaped over the centuries is more likely to be classified as “eastern” or "patrimonial" (according to M. Weber). This type of bureaucracy is characterized by its separation from civil society and even certain domination over it. Max Weber placed rational bureaucracy at the other end of the spectrum, even though this type has residual traces of patrimonialism. In their daily routines, patrimonial officials are guided by their own will and discretion and focus on the perks associated with their position, instead of relying on impartial attitude and adherence to the law.

Task. Using your knowledge in public administration, provide substantiated answers to the following questions:

1) Do you agree with this paradigm? Why? Provide arguments in support of your answer.

2) Explain why this type of bureaucracy is out of tune with the contemporary result-oriented management methods? Provide arguments in support of your answer. If necessary, give examples.

3) According to Weber, patrimonialism is characterized by separation between public bodies and civil society. However, modern society calls for coordination of actions taken by state and public organizations. How, do you think such convergence can be achieved?

4) Why is this type of bureaucracy out of tune with up-to-date result-oriented management methods?

Task 6. *(maximum grade - 15 points)*

Despite the large number of nondiscrimination and equality laws in public service, a pay gap between women and men is still an issue in many countries. In addition to the "glass ceiling", i.e. a set of various social factors preventing women from moving up the career ladder and taking managerial positions, there are “glass walls”, establishing their occupational segregation, meaning that women have fewer career opportunities and limited access to certain types of professional activities.

Task. Using your knowledge in public administration, provide substantiated answers to the following questions:

1) Why do you think gender equality is important in public administration?

2) What are the potential threats of the gender pay gap in public administration? What mechanisms to prevent such threats could you suggest?

3) In your opinion, why do political elites, mostly “male” elites, in some countries are opposed to women taking up decision-making positions? Suggest mechanisms that would allow women to break through the "glass ceiling" in the given context.