2001 HSC Notes from the Examination Centre Community and Family Studies

Contents

2001 HSC NOTES FROM THE EXAMINATION CENTRE COMMUNITY AND FAMILY STUDIES

Introduction

This document has been produced for the teachers and candidates of Stage 6 Community and Family Studies. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, the Marking Guidelines, and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Community and Family Studies.

General Comments

Community and Family Studies was examined for the first time in the 2001 Higher School Certificate examinations; 3363 candidates presented for the Community and Family Studies paper. For the HSC course candidates study the core areas of: Research Methodology, Groups in Context and Parenting and Caring. Candidates are also required to study one Option. The Options that can be studied are: Family and Societal Interactions, Social Impact of Technology, and Individuals and Work.

This year Individuals and Work was by far the most popular Option studied. The candidates' choice of Options can be seen in the following table.

Option	Approx % of Candidature
Family and Societal Interactions	19%
Social Impact of Technology	11%
Individuals and Work	70%

In the Core module of Groups in Context, candidates are required to conduct a detailed investigation of three community groups. The scripts revealed that all groups had been studied but by a differing numbers of candidates. The groups most frequently referred to were: Aboriginal and Torres Strait Islander, rural families, aged, gay and lesbian, youth, homeless, and disabled.

The emphasis on resource management and research methodologies underpins the content and learning experiences within the Community and Family Studies course and this was reflected in the composition of a number of questions within the 2001 examination paper.

In general most candidates were able to attempt all parts of the paper. Candidates utilized the allocated number of lines in the short answer responses. In the extended responses most candidates were able to answer all parts of each question and a large number of scripts were fairly lengthy. There were some outstanding responses in all sections of the paper indicating extensive preparation and research by the candidates and a thorough understanding of the concepts and content of the modules studied.

A number of candidates did not understand the relevance of the rubric in the extended responses. Candidates should be aware that the rubric provides a clear indication of the assessment criteria that will be used in marking responses.

A number of candidates displayed difficulty in understanding the key verb in the question. In particular, 'account for' in Section I, Part B, was poorly interpreted. 'Assess' and 'evaluate' questions were also not well answered by a number of candidates.

The scripts highlighted the need for candidates to be familiar with all the terms used in the syllabus outcomes, the syllabus content and the glossary of key terms. Terms such as 'workplace culture', 'equity issues', 'sense of identity', and 'grievance procedures' were misunderstood by a number of candidates.

Section I

Part A - Multiple Choice

Questions	Correct Response
1	A
2	C
3	D
4	C
5	D

Questions	Correct Response
6	D
7	B
8	A
9	C
10	B

Part B

Question 11

The majority of candidates was able to identify a special need of the chronically ill. Better candidates could offer an explanation of how the need is met in a clear and precise manner. Candidates who could identify one special need but did not comment on how it was met gained one mark only.

Question 12

This question was well answered. Many candidates had a clear understanding of an ethical procedure. They were able to state the procedure and the effect of it on the chronically ill to gain the two marks.

Candidates who displayed a limited understanding of ethical research procedures were given one mark. These might have been general statements or might have contained some incorrect information concerning research or very basic interpretations or lacking understanding of the consequences of the procedures.

Question 13

Candidates who provided a clear and logical set of steps that included aspects of planning, data collection and data analysis gained three marks.

Candidates who provided an incomplete sequence of steps with either the planning, collecting or analysing stage omitted were awarded two marks. It was usually the analysis stage that was not addressed, while planning and collecting were adequately covered.

To gain one mark candidates discussed two steps of research that were not necessarily in order. A sequence of steps was not evident in these responses.

Question 14

Some candidates experienced difficulties in the interpretation of this question. Many did not answer the question well, due in part to an inability to account for the data. Many candidates just represented the data using different words.

The best responses explained each area of data in the graph and provided conclusions for all areas.

All four areas in the graph were addressed and valid conclusions were reached, clearly indicating a good understanding of the characteristics of the aged. Special characteristics were referred to, such as:
- the aged can be involved in volunteer or carer work
- health concerns such as mobility, illness or special needs.
- sometimes the retired 'drop out and enjoy life'.

Mid-range responses addressed 2–3 areas of the graph and reached valid conclusions. Candidates in this range may have grouped some sections together in discussion, with more general conclusions being reached. Special characteristics of the aged were addressed during discussion about the graph.

Weaker responses showed basic interpretation skills with statistics from the graph being repeated and almost no attempt to draw conclusions.

Question 15

Overall this question was answered well. Nearly all the candidates demonstrated a clear understanding of strategies that can be used to manage work and home commitments. The best responses described the two strategies and demonstrated the relationship between multiple-role expectations and the impact of resource management on the wellbeing of families. Candidates may have used the management process in their strategies or related the outcomes of the process such as relaxation, a less hectic lifestyle, balanced structured time, a peaceful household, less conflict and time to play with children.

Mid-range responses tended to describe the two strategies used, but included only limited comment on the effect on the wellbeing of the family. This was accepted as adequately communicating the effect of management on wellbeing, related to one strategy only, or only a limited comment on the effect. For example, delegation of chores, use of technology or outside assistance provides additional relocation time. Weaker responses showed a limited understanding of resource management and may have stated one strategy.

Part C

Question 16

(a)   Most candidates were able to establish a link between resources and employment. Many candidates identified examples relating to transport and or rural localities.

Better responses demonstrated a greater depth of understanding through the range of resources they discussed and the detail to which they explored the relationship of each resource to employment. Many candidates understood 'location of resources' to mean physical distance from the employment site to the resources, eg a childcare centre being close to the workplace.

Better responses discussed location in terms of access to resources and extended their responses to look at circumstances that increase or limit the attainment of resources for a number of groups studied and the subsequent effect on employment. The better candidates illustrated their answer with relevant examples and presented ideas in a clear and logical way.

Poorer responses did not provide a range of resources supported by examples.

(b)   The majority of candidates was able to nominate a group and explain the needs of this group. Better candidates provided a detailed definition and gave a thorough explanation of the significance of the three needs. They were also able to illustrate with relevant examples and demonstrate an understanding of societal influences on wellbeing. Candidates' ideas were presented in a clear and logical manner using appropriate terminology.

Many candidates did not provide a definition of a group they were to write about or demonstrate an understanding of societal influences on wellbeing. Some candidates had difficulty understanding the group within the community, providing examples such as football supporters' groups, Salvation Army or Nursing Mothers etc.

(c)   Some candidates struggled with the terms and concepts incorporated in the question, eg equity, assess, effectiveness, management strategies and government policies. A number of candidates found it difficult to assess and critically analyse. Many candidates did not address the issues of equity but discussed in general terms what government does/has done to assist the groups. Few candidates proposed changes to existing government strategies that could improve outcomes and wellbeing of the identified group.

Better responses named government action eg Equal Employment Opportunity Act, Anti-Discrimination Act, Aged Care Act, and explained how the policy would help the group concerned. They also demonstrated knowledge of equity issues like discrimination, financial hardship and lack of employment. Few candidates could demonstrate an ability to evaluate. Better candidates could critically analyse the role of government strategies and propose changes to strategies to improve outcomes and wellbeing and effectively communicate ideas, issues and opinions in a logical and coherent manner.

Weaker responses concentrated mainly on one group and demonstrated a limited knowledge of equity issues and/or management strategies for one or two groups. They relied mainly on personal experience.

Question 17

(a) The better responses listed and explained two rights of the child in detail, supported by examples, and they were able to relate them to enhancing the child's wellbeing.

A mid-range response listed two rights of the child or listed one right and gave a basic or simple explanation. They did not link this to the wellbeing of the child.

Weaker responses attempted to list rights, but they were totally incorrect: eg the right to get a driver's licence or right to leave home. If there was an attempt to explain these, it tended to be brief and often incorrect.

(b) The better responses tended to give childcare centres, Nursing Mother's Association and welfare agencies such as St Vincent de Paul, as the service to support parents/carers in their role. Candidates were able to focus their discussion on how the service assisted in meeting the needs of the child and how it supports parents with their role in areas such as socialisation, discipline, growth and development. Candidates were able to make strong links to the wellbeing of both the child and parent/carer.

Mid-range responses were able to identify a service and provide a brief outline of how it supported parents, eg allows them to work, but often failed to link it to their role of parent/carer.

Weaker responses were able to identify and briefly describe a service. Candidates tended to select such services as Department of Community Services and pre-natal classes that provide limited support for the parent/carer role.

(c) Most candidates were able to identify accurately the forms of social parenting: adoption, surrogacy, fostering and step-parenting. The better responses focused their analysis on the factors such as age of the children, culture, religion, gender, style of parenting, education, media and socioeconomic status. Positive and negative outcomes on the relationship were examined. There were few examples of surrogacy in this mark range.

Mid-range responses tended to focus their discussion on the form of social parenting rather than on the factors influencing relationships. There was limited critical analysis and most of their knowledge was based on personal experience or what they had seen in the media.

Weaker responses were able to identify a form of social parenting and give a very brief description of what it was, mainly based only on personal experience. Many incorrectly identified grandparents, childcare workers and socialisation as forms of social parenting. There was very limited discussion and no analysis of the factors affecting relationships.

Section II

Question 18

(a)   Better responses recognised that young people under 18 years had restricted access to alcohol and tobacco products. They identified that it was illegal to sell alcohol and tobacco products to those under 18 years. It was noted that sellers had to ask for identification before selling alcohol or tobacco products. Some candidates pointed out that it was illegal for those over 18 years to buy alcohol for those under age. The role of the government was to enforce this, by imposing fines on those who did not follow these procedures. The government's role was also seen through educational programs offered through schools and to parents about the dangers of underage drinking and smoking. The better candidates described the purpose of these laws in relation to wellbeing, both the dangers to themselves and to others around them. Their ideas were presented in a clear and logical way.

Mid-range responses recognised the restrictions to access to tobacco and alcohol. Some used terms such as minors and underage instead of stating the age. These responses did not discuss the details of restrictions. They did not describe the government's role in relation to wellbeing. The responses were in basic form, using some relevant terminology.

Weaker responses tended to focus on either tobacco or alcohol. Inaccuracies were given on age restrictions. They relied heavily on personal experience and stories. The ideas were limited and their terminology elementary.

(b)   Better responses named specific processes that one would go through to bring about change. They then went on to explain these processes and gave relevant examples. Some of the processes discussed included petitions, rallies, forming lobby groups, approaching councils, voting etc.

Some of the candidates discussed the process of introducing or amending laws in parliament. The better candidates could provide examples of legislation that have changed in order to address social attitudes of today. For example the Defacto Relationship Act 1984 was amended to the Property (Relationships) Act 1984 (NSW) and the Family Law Act 1975 (Cth) to the Family Law Reform Act 1995 (Cth). Using these examples they could demonstrate an understanding of what attitudes had changed and what had been done with legislation to address these changes. Therefore an interrelationship between social attitudes and changing legislation was shown. Ideas were organised and logical with appropriate terminology used.

Mid-range responses showed a basic understanding of the processes used to bring about change. They tended to outline these processes, rather than discuss. Some did not discuss but rather provided examples of laws that had changed because of attitudes. From these examples an understanding of the process was evident. These candidates could discuss a range of social issues that had changed. Some candidates displayed a sound understanding of the process of introducing and amending laws in parliament but discussed nothing else. Their ideas and opinions were discussed in basic form using some relevant terminology.

The weaker responses demonstrated a very limited understanding, if any, of the processes that enable change. They talked generally about social attitudes that had changed but provided irrelevant examples to support their ideas. Some applied the management process to their

response but this was their only process discussed. They communicated simple and limited ideas and opinions. Terminology was elementary and responses repetitive.

(c)   Better responses showed a thorough understanding of both laws and support structures that benefit and protect children. They were able to identify how these laws and support structures work together. These candidates could describe the laws and support structures and then go on to evaluate their effectiveness in protecting and benefiting children. They used relevant examples of laws and support structures eg Family Law Act (1975), Family Law Reform Act 1995 (Cth), Adoption Information Act 1990 (NSW), De Facto Relationship Act 1984 (NSW), Property (Relationships) Amendment Act 1984 (NSW), Crimes Act 1900 (NSW), Children and Young Persons Care and Protection Act 1998 (NSW), Minors (Property and Contracts) Act 1970 (NSW), schools, counsellors, DOCS, Centrelink, leisure services, foster families, Kids Help Line, Medicare etc. The ideas were communicated in a clear and logical manner.

Mid-range responses showed a thorough knowledge of laws or support structures but not both. Others showed a sound understanding of support structures and laws. They were able to show some link between the legislation and the wellbeing of the child, although it was not detailed. The ideas were clear and logical and they mostly used relevant terminology.

The weaker responses had some understanding about the laws or support structures. They tended to list laws or support networks with very little discussion and no evaluation of them. There were some inaccuracies about the laws or support structures. Many candidates in this category relied on personal experiences (bias) to support their discussion. This group could not link legislation to wellbeing. They used simple and limited ideas and terminology.

Question 19

(a)   The better responses provided the UNESCO definition of technology and gave good explanations for its relevance today eg continuing desire to improve the human condition, technologies constantly changing. Relevant examples were included to support their answer.

Mid-range responses showed little understanding of the UNESCO definition, instead making a generalised comment such as it was popular and is still relevant today.

Many weaker candidates did not attempt the question in part (a).

(b)   The better responses comprehensively discussed privacy, and addressed the implications of these issues upon wellbeing eg Internet shopping and payments and the concern for security of the PIN. Mid-range responses tended to be based on either ethics or privacy. Examples were included, but were limited to credit cards, reproductive technologies or perhaps computer hacking. Weaker responses provided little evidence of understanding of the terms ethics and privacy.

(c)   Better responses provided a wide variety of examples that addressed both social betterment and personal wellbeing. Often social betterment was viewed from the perspective of the local community as well as the global community and a variety of aspects of wellbeing were included, eg based on Maslow's hierarchy or technical/practical/emancipatory wellbeing. These candidates communicated ideas, issues and opinions in a clear and logical way, using appropriate terminology.

The mid-range responses gave examples of technologies that related to wellbeing and in some cases social betterment. Often the two were combined and treated as a single issue/reason. These candidates communicated their ideas, issues and opinions in a clear and mostly logical way using appropriate terminology.

The weaker responses relied heavily on personal experiences and perhaps listed technologies used in the home or workplace. These responses frequently made little or no reference to wellbeing. These candidates had limited communication skills and they relied on elementary terminology.

Question 20

This part was generally well answered. Better candidates clearly differentiated between paid and unpaid work using relevant examples for both men and women. Reasons were also given for the current changes in paid and unpaid work. Excellent responses outlined the historical differences in the patterns of paid and unpaid work between men and women; the effect of changes in the political system resulting in the integration of women in the paid workforce and that the role of men and women in the household and as financial providers has slowly moved to a more shared and equal role.

Accompanying this, candidates addressed issues such as role reversal and varying patterns of work throughout the family life cycle. For example, unpaid work becomes more common for both men and women during the retirement stage.

Mid-range responses defined paid and unpaid work illustrating each with examples. Discussion on the patterns of work for men and women tended to be limited to women having nurturing roles while men were the financial providers.

Weaker responses did not define paid and unpaid work nor were examples given. Candidates gave a description of work in general. Limited or no information was given concerning patterns of work for males and females.

(a)   This part was poorly understood by a number of candidates. Of these a high percentage interpreted workplace culture as multicultural workplaces thus misdirecting their responses.

The better responses discussed the culture of the workplace eg family-friendly policies, flexible working hours, telecommuting, upskilling, multiskilling and its impact upon the patterns of work for individuals and families and the impact on personal wellbeing and workplace environment.

The mid-range responses focused their discussion on different patterns of work, and how they impact on the wellbeing of the individual and/or family.

Weaker responses discussed workplace culture in light of multiculturalism eg 'some cultures do not allow women to work and their beliefs may hinder work patterns'.

(b)   A high percentage of candidates did not answer this question well. Candidates failed to evaluate the role of awards, anti-discrimination policies and grievance procedures in the workplace and in addition did not focus on how they create a supportive workplace. Many

candidates gave thorough descriptions of awards, anti-discrimination policies and grievance procedures but failed to evaluate how they contributed towards a supportive environment.

Better responses demonstrated an extensive knowledge of the role of awards, anti-discrimination policies and grievance procedures in contributing to a supportive workplace.

Discussion focused on how the implementation of these practices aids the development of positive employer/employee relationships, improved staff morale, increased efficiency and an environment free of harassment, discrimination and conflict.

Mid-range responses gave a detailed discussion on the role of anti-discrimination policies and awards in providing a supportive workplace. Many candidates however confused grievance procedures with an individual grieving following the death of a family member or friend.

Poor responses were limited to a discussion of anti-discrimination.

Community and Family Studies

2001 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1	1	Youth – Access to services	H4.2, H5.1
2	1	Youth – Education research methodology	H3.1, H4.2
3		Youth – Education research methodology	H4.1, H4.2
4	1	Youth – Management process	H3.3, H4.2
5	1	Youth – Management process	H3.1, H4.2
6	1	Parenting and caring – Biological parents	H2.1, H4.2
7	1	Parenting and Caring – Role expectations of parents and carers, Research methodology	H2.1, H4.2
8	1	Parenting and Caring – Role expectations of parents and carers, Research methodology	H2.1, H4.2
9	1	Parenting and Caring – Preparation for becoming a parent or carer	H3.2, H4.2
10	1	Parenting and Caring – Preparation for becoming a parent or carer	H4.2, H5.1
11	2	Groups in Context	H3.1, H4.2
12	2	Groups in Context Research methodology – conduct research	H4.1, H4.2
13	3	Groups in Context Research methodology – methodologies, research terminology	H4.1, H4.2
14	4	Groups in Context Research methodology – analysing and interpreting	H1.1, H4.1, H4.2
15	4	Parenting and Caring – Multiple role expectations	H1.1, H4.2, H5.2, H6.1
16 (a)	4	Groups in Context – Location employment	H2.2
16 (b)	6	Groups in Context – Specific needs	H3.1
16 (c)	15	Groups in Context – Equity issues, Government Policy, management strategies	H2.2, H3.3, H6.2

17 (a)	4	Parenting and Caring – Rights	H2.3
17 (b)	6	Parenting and Caring – Support for parents and carers	H2.2, H3.2
17 (c)	15	Parenting and Caring – Social parents	H2.3, H3.4

Option 1

18 (a)	3	Family and Societal Interactions – Assisting young people to become young adults	H2.3, H4.2
18 (b)	7	Family and Societal Interactions – Change to legislation in order to address social attitudes	H2.3, H3.2, H3.4, H4.2
18 (c)	15	Family and Societal Interactions – Supporting and protecting children	H3.3, H4.2

Option 2

19 (a)	3	Social Impact of Technology – Define technology	H3.4, H4.2
19 (b)	7	Social Impact of Technology – Issues of ethics and privacy	H2.3, H3.4, H4.2
19 (c)	15	Social Impact of Technology – Impact of technology	H2.3, H3.4, H4.2

Option 3

20 (a)	3	Individuals and work – The nature of work	H3.4, H4.2
20 (b)	7	Individuals and work – Work conditions	H2.3, H3.4, H4.2
20 (c)	15	Individuals and work – Patterns of work and workplace supports	H2.3, H3.4, H4.2

BOARD OF STUDIES

NEW SOUTH WALES

2001 HSC Community and Family Studies Marking Guidelines

Question 11 (2 marks)

Outcomes assessed: H3.1, H4.2

MARKING GUIDELINES

Criteria	Marks
• Identifies one special need of the chronically ill AND explains how the need can be met	2
• Identifies one special need of the chronically ill AND demonstrate an understanding of how it is specific to the chronically ill	1

Question 12 (2 marks)

Outcomes assessed: H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of ethical procedures	2
• Limited understanding of ethical procedures	1

Question 13 (3 marks)

Outcomes assessed: H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
• Provides logical set of steps in sequence that must include planning, data collection and data analysis	3
• Provides an incomplete set of steps in sequence	2
• Identifies at least two steps, not necessarily in order	1

Question 14 (4 marks)

Outcomes assessed: H1.1, H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
• Draws valid conclusions by analysing the data in the pie graph • Addresses each of the 4 areas of the pie graph • Demonstrates extensive knowledge and understanding of the special characteristics of aged people	4
• Draws valid conclusions using the data in the pie graph • Addresses at least 2 of the areas in the pie graph • Demonstrates thorough knowledge and understanding of the special characteristics of aged people	3
• Interprets data relevant to the pie graph • Addresses at least 2 of the areas in the pie graph • Demonstrates a sound understanding and knowledge of the special characteristics of aged people	2
• Demonstrates basic data interpretation skills • Addresses at least 1 of the areas in the pie graph • Demonstrates a basic knowledge and understanding of the special characteristics of aged people	1

Question 15 (4 marks)

Outcomes assessed: H1.1, H4.2, H5.2, H6.1

MARKING GUIDELINES

Criteria	Marks
• Describes 2 strategies • Demonstrates an interrelationship between multiple role expectations and the impact of resource management on the well being of individuals and families in the context of work and family	4
• Describes 2 strategies • Adequately communicates the relationship between resource management and well being	3
• Describes 1 strategy well or 2 strategies in a limited way • Demonstrates a basic knowledge of the management of resources	2
• Lists at least 1 strategy • Shows limited understanding of resource management	1

Question 16 (a) (4 marks)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound understanding of interrelationships between resources and employment • Illustrates answer with relevant examples • Presents ideas in a clear and logical way	4
• Demonstrates a basic knowledge and understanding of a range of resources and their influence on employment • Illustrates answer with relevant examples • Presents ideas clearly	3
• Shows a basic understanding of interrelationships between resources and employment	2
• Communicates simple and limited ideas on resources or employment	1

Question 16 (b) (6 marks)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides detailed definition (may include legal and/or social) • Gives a detailed explanation of the significance of the three needs • Demonstrates an understanding of societal influences on wellbeing • Illustrates answer with relevant examples • Ideas are presented in an organised and logical manner, using appropriate terminology	6
• Provides definition • Gives a detailed explanation of the significance of two needs or gives a less detailed explanation of the three needs • Provides some relevant examples • Communicates ideas and opinions in a clear and logical way using appropriate terminology	4–5
• Identifies a specific group • Gives a detailed explanation of the significance of one need or shows a basic understanding of two or three needs • Shows a basic understanding of the interrelationship between sociocultural factors and special needs • Relies heavily on personal experience to support discussion • Communicates ideas and opinions in a basic form using some relevant terminology	2–3
• Shows limited knowledge of needs • Relies mainly on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1

Question 16 (c) (15 marks)

Outcomes assessed: H2.2, H3.3, H6.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates extensive knowledge of equity issues in relation to two groups using relevant examples • Critically analyses the role of government policy and structures in addressing equity issues • Evaluates the effectiveness of government strategies • Proposes changes to strategies to improve outcomes and wellbeing • Effectively communicates ideas, issues and opinions in a logical and coherent manner	13–15
• Demonstrates thorough knowledge of equity issues in relation to two groups • Successfully assesses the effectiveness of government strategies • Links management strategies to wellbeing • Appropriate examples are used and correct terminology • Competently communicates ideas, issues and opinions in a logical and coherent manner	10–12
• Demonstrates sound knowledge and understanding of equity issues for two groups *or* extensive knowledge of equity issues for one group • Demonstrates clear knowledge of the management process and provides some examples of government strategies for two groups or critically analyses government policies and/or strategies for one group • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	7–9
• Demonstrates basic knowledge and understanding of equity issues for one or two groups • Gives examples of management strategies by government • Communicates ideas and opinions in basic form using some relevant terminology	4–6
• Demonstrates a limited knowledge of equity issues and/or management strategies for one or two groups • Able to identify groups with special needs • Relies only on personal experience	1–3

Question 17 (a) (4 marks)

Outcomes assessed: H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates sound knowledge and understanding about the rights of children and their relationship to wellbeing • Lists two rights and explain how they contribute to wellbeing	4
• Demonstrates basic knowledge and understanding about the rights of children • Lists two rights and provides a general explanation of how they link to wellbeing • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	3
• List and explain one right *or* lists two rights • Shows a basic understanding of the interrelationship between the child's rights and well being • Communicates ideas and opinions in basic form using some relevant terminology	2
• Demonstrates some knowledge about the rights of the child by listing one right • Relies only on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1

Question 17 (b) (6 marks)

Outcomes assessed: H2.2, H3.2

MARKING GUIDELINES

Criteria	Marks
• Competently identifies a support service and explains how it supports parents and carers • Demonstrates a thorough knowledge and understanding about the role of parents and carers • Demonstrates an understanding of how the support service impacts on the wellbeing of parents and carers • Illustrates answer with relevant examples • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	6
• Identifies a support service and explains how it supports parents and carers • Demonstrates a sound knowledge and understanding about the role of parents and carers • Adequately communicates the relationship between how the support service impacts on the wellbeing of parents and carers • Provides some relevant examples • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	4–5
• Identifies a support service and provides a general description of how it supports parents and carers • Demonstrates a basic knowledge and understanding about the role of parents and carers • Shows a basic understanding of the relationship between the support service and the wellbeing of parents and carers • Relies heavily on personal experiences to support discussion • Communicates ideas and opinions in basic form using some relevant terminology	2–3
• Identifies a support service *or* provides a description of the role of parents and carers • Relies only on personal experiences • Communicates simple and limited ideas and opinions using limited and elementary terminology	1

Question 17 (c) (15 marks)

Outcomes assessed: H2.3, H3.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates extensive knowledge of one form of social parenting • Critically analyses factors influencing parenting and caring relationships within a social parenting situation • Demonstrates superior analysis of societal factors influencing parenting and caring relationships • Evaluates the factors influencing the wellbeing of parents and carers • Illustrates answer with relevant examples • Effectively communicates ideas, issues and opinions in a logical and coherent manner	13–15
• Demonstrates thorough knowledge of one form of social parenting • Assess the factors influencing parenting and caring relationships within a social parenting situation • Demonstrates an understanding of how societal factors influence parenting and caring relationships • Explains the impact of factors influencing the wellbeing of parents and carers • Appropriate examples are used and correct terminology • Competently communicates ideas, issues and opinions in a logical and coherent manner	10–12
• Demonstrates sound knowledge and understanding of one form of social parenting • Shows a sound understanding of the factors influencing the wellbeing of parents and carers • Draws on personal experience to support discussion • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	7–9
• Demonstrates basic knowledge and understanding of one form of social parenting • Gives examples of factors influencing parenting and caring relationships *and/or* a discussion of parenting and caring relationships • Relies heavily on personal experience • Communicates ideas and opinions in basic form using some relevant terminology	4–6
• Demonstrates a limited knowledge of one form of social parenting • Able to discuss parenting and caring relationships • Relies only on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1–3

Question 18 (a) (3 marks)

Outcomes assessed: H2.3, H4.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates sound knowledge and understanding about the legislation relating to tobacco and alcohol for young people • Draws on a relevant experience to support discussion • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	3
• Shows a basic understanding of the legislation relating to tobacco *or* alcohol for young people • Relies heavily on personal experience to support discussion • Communicates ideas and opinions in basic form using some relevant terminology	2
• Demonstrates some knowledge and understanding about the legislation relating to tobacco *or* alcohol for young people • Relies only on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1

Question 18 (b) (7 marks)

Outcomes assessed: H2.3, H3.2, H3.4, H4.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates thorough knowledge and understanding about the influence of a range of societal factors on changes to legislation • Sustains arguments using relevant examples • Demonstrates an understanding of societal influences on wellbeing • Competently identifies and explains interrelationships between social attitudes and changing legislation • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	7
• Demonstrates sound knowledge and understanding about the influence of a range of societal factors on changes to legislation • Draws on personal experience to support discussion • Demonstrates an understanding of wellbeing • Shows a sound understanding of interrelationships between social attitudes and changing legislation • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	5–6
• Demonstrates a basic knowledge and understanding about the influence of a range of societal factors on changes to legislation • Identifies strategies for changing legislation • Relies heavily on personal experience to support discussion • Shows a basic understanding of interrelationships between social attitudes and changing legislation • Communicates ideas and opinions in basic form using some relevant terminology	3–4
• Demonstrates some knowledge and understanding about changes to legislation • Relies only on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1–2

Question 18 (c) (15 marks)

Outcomes assessed: H3.3, H4.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates extensive knowledge and understanding about laws and support structures that protect children • Provides a superior analysis of the laws and support structures • Predicts and draws valid conclusions about how laws benefit and protect children • Proposes, develops and sustains arguments using accurate information and examples to justify points of view • Demonstrates superior analysis of relationships between legislation and the wellbeing of children • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	13–15
• Demonstrates thorough knowledge and understanding about laws and support structures that protect children • Evaluates laws and support structures • Successfully draws conclusions about how laws benefit and protect children • Sustains arguments using relevant information and examples to justify points of view • Explains the relationship between legislation and the wellbeing of children • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	10–12
• Demonstrates sound knowledge and understanding about laws and/or support structures that protect children • Discusses laws and/or support structures • Demonstrates an understanding about how laws benefit and/or protect children • Uses mostly relevant information and examples • Links legislation to the wellbeing of children • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	7–9
• Demonstrates a basic knowledge and understanding about laws or support structures related to children • Demonstrates a basic understanding about how laws benefit and/or protect children • Relies heavily on personal experience to support discussion • Communicates ideas and opinions in basic form using some relevant terminology	4–6
• Demonstrates some knowledge and understanding about laws or support structures related to children • Demonstrates limited understanding about how a law benefits or protects children • Relies only on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1–3

Question 19 (a) (3 marks)

Outcomes assessed: H3.4, H4.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates sound knowledge and understanding of the relevance of the UNESCO (1985) definition for today • Draws on a relevant example to support discussion • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	3
• Shows a basic understanding of the relevance of the UNESCO (1985) definition for today • Shows a basic understanding of technology • Relies heavily on personal experience to support discussion • Communicates ideas and opinions in basic form using some relevant terminology	2
• Demonstrates some knowledge and understanding about technology • Relies only on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1

Question 19 (b) (7 marks)

Outcomes assessed: H2.3, H3.4, H4.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates thorough knowledge and understanding about issues of ethics and privacy related to technological development • Sustains arguments using relevant examples • Identify issues related to technological development and proposes strategies for managing these • Demonstrates an understanding of technological influences on wellbeing • Competently identifies and explains interrelationships between ethics, privacy and technological development • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	7
• Demonstrates sound knowledge and understanding about issues of ethics and privacy related to technological development • Draws on personal experience to support discussion • Demonstrates clear knowledge of the issues and provides some strategies for managing these • Demonstrates an understanding of wellbeing • Shows a sound understanding of interrelationships between ethics, privacy and technological development • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	5–6
• Demonstrates a basic knowledge and understanding about issues of ethics or privacy related to technological development • Identifies technological developments • Relies heavily on personal experience to support discussion • Shows a basic understanding of interrelationships between ethics or privacy and technological development • Communicates ideas and opinions in basic form using some relevant terminology	3–4
• Demonstrates some knowledge and understanding about technological developments • Relies only on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1–2

Question 19 (c) (15 marks)

Outcomes assessed: H2.3, H3.4, H4.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates extensive knowledge and understanding about technology's contribution to social betterment and personal wellbeing • Provides a superior analysis of technology • Predicts and draws valid conclusions about technology's contribution to social betterment and personal wellbeing • Proposes, develops and sustains arguments using accurate information and examples to justify points of view • Demonstrates superior analysis of relationships between technology, social betterment and personal wellbeing • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	13–15
• Demonstrates thorough knowledge and understanding about technology's contribution to social betterment and personal wellbeing • Evaluates technology • Successfully draws conclusions about technology's contribution to social betterment and personal wellbeing • Sustains arguments using relevant information and examples to justify points of view • Explains the relationship between technology, social betterment and personal wellbeing • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	10–12
• Demonstrates sound knowledge and understanding about technology's contribution to social betterment and/or personal wellbeing • Discusses technology • Demonstrates an understanding about technology's contribution to social betterment and/or personal wellbeing • Uses mostly relevant information and examples • Links technology to social betterment and/or personal wellbeing • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	7–9
• Demonstrates a basic knowledge and understanding about technology 's effect on social betterment or personal wellbeing • Demonstrates a basic understanding about technology's impact on social betterment or personal wellbeing • Relies heavily on personal experience to support discussion • Communicates ideas and opinions in basic form using some relevant terminology	4–6
• Demonstrates some knowledge and understanding about the impact of technology • Demonstrates limited understanding about technology's link to social betterment or personal wellbeing • Relies only on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1–3

Question 20 (a) (3 marks)

Outcomes assessed: H3.4, H4.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates sound knowledge and understanding of the different patterns of paid and unpaid work for men and women. • Draws on a relevant experience to support discussion • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	3
• Shows a basic understanding of the of the different patterns of paid and unpaid work for men and women. • Shows a basic understanding of paid and unpaid work • Relies heavily on personal experience to support discussion • Communicates ideas and opinions in basic form using some relevant terminology	2
• Demonstrates some knowledge and understanding about work • Relies only on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1

Question 20 (b) (7 marks)

Outcomes assessed: H2.3, H3.4, H4.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates thorough knowledge and understanding of workplace culture and its impact on patterns of work for individuals and families • Sustains arguments using relevant examples • Identify issues related to workplace culture and how individuals manage their personal situation • Demonstrates an understanding of workplace culture and its impact on wellbeing • Competently identifies and explains interrelationships between workplace culture and patterns of work for individuals and families • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	7
• Demonstrates sound knowledge and understanding of workplace culture and its impact on patterns of work for individuals and families • Draws on personal experience to support discussion • Demonstrates clear knowledge of workplace culture and provides some strategies for managing this • Demonstrates an understanding of wellbeing • Shows a sound understanding of interrelationships between workplace culture and patterns of work for individuals and families • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	5–6
• Demonstrates a basic knowledge and understanding about the workplace and its impact on patterns of work for individuals and/or families • Identifies workplace issues • Relies heavily on personal experience to support discussion • Shows a basic understanding of interrelationships between the workplace and patterns of work for individuals or families • Communicates ideas and opinions in basic form using some relevant terminology	3–4
• Demonstrates some knowledge and understanding about the workplace • Relies only on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1–2

Question 20 (c) (15 marks)

Outcomes assessed: H2.3, H3.4, H4.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates extensive knowledge and understanding about the role of awards, anti-discrimination policies and grievance procedures in providing a supportive workplace • Provides a superior analysis of supportive workplaces • Predicts and draws valid conclusions about the contribution of awards, anti-discrimination policies and grievance procedures in providing a supportive workplace • Proposes, develops and sustains arguments using accurate information and examples to justify points of view • Demonstrates superior analysis of relationships between awards, anti-discrimination policies, grievance procedures and supportive workplaces • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	13–15
• Demonstrates thorough knowledge and understanding about the role of awards, anti-discrimination policies and grievance procedures in providing a supportive workplace • Evaluates supportive workplaces • Successfully draws conclusions about the supportive workplaces • Sustains arguments using relevant information and examples to justify points of view • Explains the relationship between awards, anti-discrimination policies, grievance procedures and supportive workplaces • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	10–12
• Demonstrates sound knowledge and understanding about the role of awards, anti-discrimination policies and/or grievance procedures in providing a supportive workplace • Discusses supportive workplaces • Demonstrates an understanding between awards, anti-discrimination policies, grievance procedures and supportive workplaces • Uses mostly relevant information and examples • Links awards, anti-discrimination policies, grievance procedures and/or a supportive workplace to wellbeing • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	7–9
• Demonstrates a basic knowledge and understanding about supportive workplaces • Demonstrates a basic understanding about awards, anti-discrimination policies, grievance procedures or supportive workplaces • Relies heavily on personal experience to support discussion • Communicates ideas and opinions in basic form using some relevant terminology	4–6
• Demonstrates some knowledge and understanding about workplaces • Demonstrates limited understanding about awards, anti-discrimination policies, grievance procedures or supportive workplaces • Relies only on personal experience • Communicates simple and limited ideas and opinions using limited and elementary terminology	1–3