

**2002 HSC Notes from  
the Marking Centre  
Community and Family Studies**

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# 2002 HSC NOTES FROM THE MARKING CENTRE

## COMMUNITY AND FAMILY STUDIES

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Community and Family Studies. It provides comments with regard to responses to the 2002 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 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents that 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 aims to develop in each candidate an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society. 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 of the following options, Family and Societal Interactions, Social Impact of Technology and Individuals and Work.

In 2002, 3569 candidates presented for the Community and Family Studies examination. This represents an increase over the number who presented for the 2001 examination.

In Part A and Part B of the paper, the core module of Research Methodology was integrated into questions from the other two core areas of Groups in Context and Parenting and Caring. Part A contained some questions that were relatively easy, and which most candidates answered correctly, and some questions that challenged the more able candidates.

In Part B, better responses focused on the requirements of the question, rather than on defining terms or rewriting the question. This information took up allocated lines and was additional to what was required in the marking guidelines.

The two core modules of Groups in Context and Parenting and Caring formed the basis for the compulsory questions in Section I, Part C. In the core module of Groups in Context, candidates were required to conduct a detailed study of three of the following community groups: aged, chronically ill, cultural groups, families in crisis, disabled, gay and lesbian, rural families, sole parents, socioeconomically disadvantaged, homeless and youth. It is essential that candidates study the groups listed in the syllabus and know the correct terms to use. In the responses that focused on the core module of Parenting and Caring, candidates demonstrated a thorough understanding of the parenting roles for individuals. Overall, there were some outstanding responses in Question 17 parts (a) and (b). There were fewer exemplary answers in part (c) with candidates displaying difficulty with the higher order skills required to analyse. They were also unable to link the concepts within the question.

Candidates could attempt questions from any of three options in Section II. 72% of candidates chose the Individuals and Work option, 17% chose the Family and Societal Interactions option and 11% chose the Social Impact of Technology option. The Individuals and Work responses were very well answered, particularly in part (a), with candidates showing a depth of knowledge and understanding. Responses in the Social Impact of Technology were either very well answered or very poorly answered. This suggests that some candidates selected to answer this option but had failed to study it.

In Part C and Sections I and II, candidates were assessed using the criteria in the rubric. Candidates had difficulty demonstrating an understanding of societal influences on well-being. The better responses were presented in a clear and logical way and demonstrated the application of the skills of critical thinking and analysis. The majority of candidates illustrated their answers with examples, however the better responses had more relevant examples, while the poorer responses relied on personal experiences.

The questions highlighted the need for candidates to be familiar with all key terms, concepts and skills outlined in the HSC course syllabus. There were many terms and concepts that were misunderstood by some candidates including ‘reliability’, ‘bias’, ‘ageing population’, ‘roles’, ‘social change’, ‘workplace regulations’ and ‘entitlements’.

## Section I

### Part A – Multiple Choice

Question	Correct Response
1	D
2	A
3	C
4	B
5	C
6	B
7	C
8	A
9	B
10	D

### Part B – Short Answer

#### Question 11

This question was answered well with the majority of candidates providing a sound knowledge of social definition when referring to community groups. Answers included a description of various groups within the community who have similar traits, characteristics or needs that classify or define the group that has been developed by popular opinion, but does not have a legal status. Poorer responses tended to relate their answer to social interaction, social activities and the socialisation process.

### **Question 12**

This question was answered well with the candidates demonstrating a clear understanding of community resources. Better responses used examples of community resources that were specifically related to financial assistance. Examples included church charities, bartering within the community, government assistance in the form of family benefits, taxation concessions and emergency relief, financial counselling and training programs on financial management. Examples of financial support included low interest loans, payment plans, food and clothing vouchers, community transport and home schooling programs. Poorer responses chose a community response that was not related to financial hardship such as DOCS, meals on wheels. Some gave a community resource but related it to social or intellectual well-being rather than alleviating financial hardship.

### **Question 13**

Candidates who gained three marks clearly defined and identified primary and secondary research methods and were able to describe how they would make these sources of data relevant to the research. Examples for primary data included random household surveys in the local area and questions related to their financial income and family status or a survey of local community welfare agency workers to determine the groups that most often require financial assistance. Examples for secondary data included reviewing statistics from the Australian Bureau of Statistics on household expenditure and income of sole parents. Poorer responses demonstrated a basic knowledge of either primary OR secondary data.

### **Question 14**

Many candidates experienced difficulty with this question. Responses indicated that candidates did not have a clear understanding of the terms 'bias' and 'reliability'. Rather, candidates described survey methodology but did not adequately address the areas of ensuring survey reliability or how to prevent bias. Better responses demonstrated a thorough understanding of survey bias and reliability and provided specific strategies that could be used. Examples included the use of both closed and open response questions, avoiding leading or double barrelled questions, elimination of technical jargon, random selection of subjects, sampling to account for social, cultural and geographical differences and ensuring the size of the samples are appropriate to the population. Many candidates also discussed the use of a pilot study and how the researcher needed to summarise and report the research findings objectively. Poorer responses demonstrated a very basic knowledge of survey methodology and did not discuss or differentiate between bias and reliability.

### **Question 15**

Overall this question was answered well with most candidates displaying a clear understanding of strategies that could be implemented to meet the social well-being of young carers. Better responses demonstrated a sound knowledge of strategies that could be employed by young carers to achieve social well-being. In addition candidates evaluated the selected strategy against factors that contribute to social well-being of young carers. When evaluating the strategy candidates discussed the value of the service or made a clear judgement on the service or strategy based on the needs of the young carer and his disabled mother. Examples of strategies included accessing informal care through family and friends, accessing community resources such as Home Care and Respite Care or contact with support groups specific to the disability through the Internet or telephone. Examples

of how candidates evaluated the selected strategy included the services matching social requirements of teenagers and eligibility for the service. Poorer responses identified a strategy with limited discussion or demonstrated a basic knowledge of social well-being.

## Part C

### Question 16 – Groups in Context

- (a) The better responses demonstrated a depth of knowledge and understanding by establishing a clear link between the factor and its impact on the access to the service for the socioeconomically disadvantaged group. The candidates were able to illustrate their answer with relevant examples.

Mid-range responses provided a very brief description of the factors affecting the socioeconomically disadvantaged group but failed to make a clear link as to how this affected access to services. Some candidates in this range addressed only one factor in detail.

Poorer responses did not clearly demonstrate the factors affecting the socioeconomically disadvantaged group or the services within the community that support them.

- (b) Most candidates were able to discuss two groups in terms of how their safety and security needs are met by housing.

Better responses gave an explanation of the similarities and differences between the two groups. They were also able to describe how housing impacted on well-being, specifically in terms of security and safety needs.

Mid-range responses demonstrated a basic knowledge of the housing needs of the selected groups but failed to focus on how housing met security and safety needs.

Poor responses provided simple information about suitable housing for one or two groups. They used limited terminology and were unable to link housing to security and safety needs.

- (c) The majority of candidates nominated two groups and described relevant social attitudes, government policies and community structures. Better candidates accurately identified their selected groups and provided evidence of an extensive knowledge and understanding of the interrelationship between government policies, community structures and social attitudes. These candidates analysed the policies and structures by clearly identifying, then explaining their role in supporting the group in the community. A link was then established either describing positive and/or negative attitudes that existed within society. The use of terminology was precise and accurate, and there was evidence of influences upon well-being, a clear and logical presentation of ideas and the use of relevant examples.

Mid-range responses demonstrated candidates' knowledge of selected groups or extensive knowledge of one group. They identified policy, community structures and societal attitudes but failed to interrelate these. Responses used mostly correct terminology and communicated their ideas in a clear manner. Most candidates in this range did not demonstrate any analysis, and addressed the criteria in the rubric in a limited way.



Poorer responses displayed a limited interpretation of the question. They provided a basic outline of attitudes, policies or structures with examples relying heavily on personal experiences, using limited appropriate terminology.

### **Question 17 – Parenting and Caring**

- (a) This part of the question was answered well by most of the candidates. Better responses outlined two or more social changes and related them to delayed parenting, comparing this to the likely experiences of a younger woman. Mid-range responses gave detailed examples of the social changes but tended not to link them to delayed parenting. Poor responses described more general changes that may occur after a baby is born, such as financial strain, but failed to link them to social change or delayed parenting.
- (b) Better responses demonstrated specific knowledge and understanding of how both culture and religion influence relationships between children and their parents or carers, and how this may result in harmony or conflict. There was a range of excellent examples provided and this highlighted the different cultural groups addressed by candidates in their studies. Candidates were able to communicate their ideas in an organised manner using appropriate terminology.

Mid-range responses described how culture and/or religion influenced parenting and caring relationships. They provided very few examples and were unable to address how these impacted on relationships. Again ideas were communicated in a clear manner and used appropriate terminology.

Poor responses repeated the question and provided more general information about religion, culture or parenting and caring relationships. Ideas were presented in a very simplistic way and there were no links made between cultures, religion, parenting, caring or relationships.

- (c) The better responses demonstrated an analysis of parenting styles and responsibilities, linking both to the well-being of the individual. They discussed a range of parenting responsibilities, including duty of care, setting limits and discipline in relation to the parenting styles of authoritarian, democratic, permissive/indulgent and negligent. The better candidates were able to link parenting styles and responsibilities to current legal implications for parents and carers. Responses provided a wide range of relevant examples, with ideas presented in an organised manner using appropriate terminology. Candidates in this range were able to clearly address the criteria in the rubric and understood the key terms within the question, such as analyse, parenting styles and parenting responsibilities.

Mid-range responses described parenting styles or the responsibilities of parents and carers. They provided few examples and were unable to address well-being in terms of styles or responsibilities. These candidates did not analyse, and they failed to address the criteria in the rubric.

Poorer responses did not link the key concepts of the question and tended to use examples that relied on personal experience. They did not address the criteria within the rubric.

## Section II – Options

### Question 18 – Family and Societal Interactions

- (a) The better responses demonstrated extensive knowledge and understanding of the wide range of leisure and recreation facilities and clearly related these to the needs of young people and the different aspects of well-being, such as physical through sporting teams and gyms, social through dance parties, spiritual through youth and church groups and emotional through internet cafes and youth centres. Many candidates discussed negative implications such as the economic costs involved and the potential for antisocial behaviour. They were also able to draw implications about the effects on young people when communities failed to provide facilities for young people. Responses in this range included a wide range of relevant examples and tended to address all criteria within the rubric.

Mid-range responses tended to provide a good range of community facilities and described how they addressed a specific need, mainly social, but did not address all aspects of well-being. Most failed to write about negative implications or outline what happens when facilities are not provided. Some responses addressed only part of the question by either briefly describing a wide range of leisure and recreation facilities for young people or by only providing a detailed description of the needs of young people. Some candidates were unclear about the age of ‘young people’.

Poor responses tended to provide a list of leisure and recreation facilities, mainly identifying those in their own local area, thus relying on personal experience. They failed to link these to a range of needs, focusing only on the social needs of young people and the need to relieve boredom. It was evident that candidates in this range did not have a full understanding of terms such as ‘analyse’, ‘well-being’ and ‘young people’.

- (b) The better responses demonstrated a thorough knowledge and understanding of policies and legislation related to the aged, specifically the Aged Care Act, 1997 (Cth) and the Anti-Discrimination Act, 1977 (Cth). These were clearly linked to the issues arising from the ageing of the Australian population such as financial assistance, superannuation, pensions, health care and housing. They were able to make a judgement on how these impacted on the well-being of the aged and draw valid conclusions about whether the policies and legislation were successful in addressing the issues arising from the ageing of the Australian population. Responses provided a wide range of relevant examples and were written in an organised manner using appropriate terminology. They clearly showed how the criteria in the rubric had been addressed within the response.

Mid-range responses identified the main policies and legislation but failed to demonstrate an understanding of why they existed and their impact on the wider society. Responses either outlined the issues arising from an ageing population or the entitlements for the aged but without any links made between the two. Examples tended to be very narrow and relied mainly on personal experiences.

Approximately 12% of candidates who selected this option did not attempt part (b). This suggests that candidates, despite not studying this option, selected this option based on their perceived ability to answer part (a), from their studies in Groups in Context. Poorer responses tended to describe one or two issues arising from the ageing population and were mainly

related to health care and the current birth rate. Some candidates discussed the role of policy and legislation but in more general terms and without specific examples for the aged.

### **Question 19 – Social Impact of Technology**

- (a) The better responses identified the piece of technology that was the focus of their case study and briefly explained what it was and how it was developed. There was a wide range of technology pieces selected, including the mobile telephone, television, washing machine, microwave, computer, digital camera, internet and a range of medical aids. Candidates addressed the impact of the piece of technology on individuals, families and the community with a range of both positive and negative impacts covered. Many candidates were able to draw valid conclusions about the value of the piece of technology and how it impacted on the well-being of individuals, families and the community. Responses in this range were set out in a clear and organised manner and used appropriate terminology.

Mid-range responses identified the piece of technology and provided a brief description, with most candidates in this range selecting the mobile telephone, computer or internet. The impact of the piece of technology on the individual was covered well, with candidates providing a range of both positive and negative impacts. These tended to be repeated for the family and impacts on the community limited to one or two points. Responses were generally well presented in an organised manner and used appropriate terminology. Few responses in this range were able to show how the piece of technology impacted on the well-being of individuals, family or the community. They also failed to relate implications or draw any valid conclusions.

Responses in the poor range described a few impacts on the individual and tended to repeat these for the family. The information tended to be based on personal experience and for this reason, most failed to address the community. There was no relationship to well-being and few relevant examples. Responses tended to reflect simple ideas and used limited terminology.

- (b) The better responses in this range demonstrated extensive knowledge and understanding about the responsibilities of employers and employees that affect access and acceptance of technology in the workplace. Candidates were able to illustrate their response with a wide range of relevant examples. Few candidates in this range addressed the roles of employers or employees and many confused roles with responsibilities. The factors affecting access and acceptance of technology, such as age, culture, education, economic, geographical and gender were embedded within the roles and responsibilities framework. Candidates were able to draw valid conclusions as to how roles and responsibilities impacted on access and acceptance of technology in the workplace. They were then able to link these to the well-being of individuals. Candidates were also able to link how the roles and responsibilities of employers impacted on those of employees. Responses in this range were able to present ideas in a clear and logical way using appropriate terminology.

Mid-range responses described the responsibilities of employers and employees that affect access and acceptance of technology in the workplace. Clear links were made between the responsibilities of employers with those of employees. Some candidates were able to also link these to well-being, mainly in terms of job opportunities and maintaining a competitive business edge. Responses did not address roles and did not focus on the factors affecting access and acceptance of technology in the workplace. Candidates were able to support their

discussion through a range of relevant examples. They were also able to present their response in an organised manner using appropriate terminology.

Poor responses described the responsibilities of employers and/or employees, with most focusing on employers. Responses tended to describe responsibilities related to technology but were unable to link these to access or acceptance of technology. Responses in this range failed to address roles and often confused employers and employees. Few provided relevant examples or how roles and responsibilities impacted on well-being. They tended to describe simple ideas and used only some relevant terminology. A number of candidates in this range described access and acceptance of technology in the workplace and failed to address the main focus of the question on roles and responsibilities.

### **Question 20 – Individuals and Work**

- (a) The better responses demonstrated knowledge and understanding about workplace regulations and entitlements such as sick leave, carers' leave, maternity and paternity leave, annual leave, long service leave, EEO, Enterprise Agreements, OH & S, superannuation and grievance procedures. Candidates were able to give details of each of these regulations and entitlements, using correct terminology, and then link these to how they support the family in managing their responsibilities. They were able to explain the implications these had on their well being and illustrate their answer with a wide range of examples.

Mid-range responses provided some regulations and entitlements but only briefly outlined how these supported the family. Many candidates in this range discussed flexible work patterns and childcare facilities as examples of regulations and entitlements. The candidates were able to state how these facilities can help manage family and work commitments but did not link them back to being part of an enterprise agreement in order to become a regulation or entitlement. Candidates in this range tended not relate their answer to well-being and used narrow examples to support their answer.

Poor responses listed only a few regulations or entitlements and provided only a basic description of each, with no link to how they assist the family in managing family responsibilities or well-being. They provided few examples and included unrelated or inaccurate information on regulations and entitlements. Many candidates in this range dealt only with work based childcare and flexi time with no reference to enterprise agreements.

- (b) The better responses demonstrated extensive knowledge and understanding about social, legal and technological change and made a judgement on how each of these impacted on trends in work patterns and the well being of the individual and family. The candidates identified the different patterns of work that currently exist.

Mid-range responses demonstrated knowledge of social, legal and technological change but were unable to clearly show the impact these had on specific patterns of work. Other candidates demonstrated knowledge on specific patterns of work but were unable to show a balanced understanding between social, legal and technological change. Candidates in this range were unable to link change or patterns of work to well-being. They presented their ideas in a clear manner using appropriate terminology but tended to use a narrow range of examples.

Poor responses demonstrated a basic knowledge of patterns of work or of social, legal and technological change without linking the two. Many candidates incorrectly thought that social change meant socialisation that occurs as a result of work. Examples tended to reply on personal experience and limited appropriate terminology was used.

# Community & Family Studies

## 2002 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1	1	Groups in context	H3.1
2	1	Research Methodology	H4.1
3	1	Research Methodology	H4.1
4	1	Groups in context	H3.1
5	1	Groups in context	H3.3
6	1	Research Methodologies	H1.1
7	1	Parenting and Caring	H3.2
8	1	Research Methodology	H4.1
9	1	Parenting and Caring	H2.1
10	1	Parenting and Caring	H2.2
11	2	Groups in context	H3.1, H3.3
12	2	Groups in context	H1.1, H3.1
13	3	Research Methodologies	H4.1, H4.2
14	4	Research Methodologies	H2.1, H4.1, H4.2
15	4	Parenting and Caring	H2.2, H4.2, H5.2, H6.1
16 (a)	4	Groups in context	H1.1, H2.2
16 (b)	6	Groups in context	H1.1, H2.2
16 (c)	15	Groups in context	H2.2, H3.3, H4.2, H6.2
17 (a)	4	Parenting and Caring	H1.1, H3.4
17 (b)	6	Parenting and Caring	H2.1, H4.2
17 (c)	15	Parenting and Caring	H2.1, H4.2
18 (a)	10	Family & Social interactions	H2.2, H3.3, H4.2
18 (b)	15	Family & Social interactions	H3.3, H3.4, H4.2, H6.2
19 (a)	10	Social Impact of Technology	H3.4, H4.2
19 (b)	15	Social Impact of Technology	H2.3, H4.2, H6.1
20 (a)	10	Individuals and Work	H2.2, H4.2, H5.2
20 (b)	15	Individuals and Work	H3.4, H4.2, H5.2

## 2002 HSC Community and Family Studies Marking Guidelines

### Section I

#### Question 11

*Outcomes assessed: H3.1, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a basic knowledge and understanding of the term social definition	2
• Demonstrates some knowledge of the term social definition	1

#### Question 12

*Outcomes assessed: H1.1, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies a community resource and outlines how it provides support for rural families experiencing financial hardship	2
• Identifies a community resource for rural families	1
OR	
• Gives a general description of financial support	

**Question 13***Outcomes assessed: H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates knowledge and understanding of primary and secondary sources of data</li><li>• Selects and describes the primary and secondary sources of data relevant to the research</li></ul>	3
<ul style="list-style-type: none"><li>• Basic knowledge of primary and secondary sources of data that links to the research</li></ul>	2
<ul style="list-style-type: none"><li>• Basic knowledge of primary OR secondary data</li></ul>	1

**Question 14***Outcomes assessed: H2.1, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies appropriate methodology for producing data</li><li>• Demonstrates thorough knowledge and understanding about survey reliability and bias</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates knowledge and understanding of survey reliability and bias</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates basic knowledge of reliability OR bias</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates basic knowledge of survey methodology</li></ul>	1

**Question 15***Outcomes assessed: H2.2, H4.2, H5.2, H6.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrate extensive knowledge and understanding about young carers</li><li>• Evaluates the selected strategy</li><li>• Explains the interrelationship between the selected strategy and the social wellbeing of young carers</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates knowledge and understanding about young carers</li><li>• Describes the selected strategy and the wellbeing of young carers</li><li>• Provides a relevant strategy</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates knowledge about carers OR aspects of the social well-being of young carers</li><li>• Describes a strategy</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates basic knowledge about carers or social wellbeing</li></ul> OR <ul style="list-style-type: none"><li>• Identifies a strategy</li></ul>	1



**Question 16 (a)**

*Outcomes assessed: H1.1, H2.2*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates knowledge about services for the socioeconomically disadvantaged</li> <li>• Describe how two factors can affect access to services for the socioeconomically disadvantaged</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrate basic knowledge about the socioeconomically disadvantaged group</li> <li>• Provides a basic description of the factors affecting the socioeconomically disadvantaged group's access to service</li> <li>• OR</li> <li>• Describes how one factor can affect access to services for the socioeconomically disadvantaged</li> </ul>	3
<ul style="list-style-type: none"> <li>• Provides some information about the socioeconomically disadvantaged group OR factors that affect access to services</li> </ul>	1–2

**Question 16 (b)**

*Outcomes assessed: H1.1, H2.2*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of housing needs of TWO groups</li> <li>• Shows similarities and differences between TWO groups</li> <li>• Describes how housing impacts on wellbeing in terms of security and safety needs</li> <li>• Communicates ideas in an organised manner using appropriate terminology</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of the housing needs of one or two groups</li> <li>• Outlines how housing meets security and safety needs</li> <li>• Communicates ideas in a basic form using some relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides some relevant information about housing, security and safety needs of one or two groups</li> <li>• Communicates simple ideas using limited terminology</li> </ul>	1–2

**Question 16 (c)**

*Outcomes assessed: H2.2, H2.3, H4.2, H6.2*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates an extensive knowledge and understanding of the selected groups</li> <li>• Analyses the interrelationships between policy, community structures, societal attitudes and wellbeing</li> <li>• Illustrates answer with relevant examples</li> <li>• Effectively communicates ideas in an organised manner using appropriate terminology</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of the selected groups</li> <li>• Explains the interrelationship between policy, community structures and societal attitudes</li> <li>• Provides relevant examples</li> <li>• Communicates ideas in an organised manner using appropriate terminology</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the selected groups or extensive knowledge of one group</li> <li>• Describes policy, community structures and societal attitudes</li> <li>• Uses narrow examples</li> <li>• Communicates ideas in a clear manner using appropriate terminology</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Basic knowledge of the selected groups OR knowledge of one group</li> <li>• Basic description of policy, community structures and/or societal attitudes</li> <li>• Uses examples that rely on personal experience</li> <li>• Communicates ideas in basic form using some relevant terminology</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some information about the selected group/groups, policy, community structures OR societal attitudes</li> <li>• Examples rely only on personal experience</li> <li>• Communicates simple ideas using limited terminology</li> </ul>	1–3

**Question 17 (a)***Outcomes assessed: H1.1, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates knowledge about social changes brought about by delayed parenting</li><li>• Gives the main features of at least two social changes</li></ul>	4
<ul style="list-style-type: none"><li>• Identifies relevant examples of social change</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates basic knowledge about parenting or the changes resulting from parenting</li></ul>	1–2

**Question 17 (b)***Outcomes assessed: H2.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates knowledge and understanding of the influences of culture and religion on parenting and caring relationships</li><li>• Illustrates answer with relevant examples</li><li>• Communicates ideas in an organised manner using appropriate terminology</li></ul>	5–6
<ul style="list-style-type: none"><li>• Basic knowledge about parenting or caring relationships</li><li>• Outlines the influence of culture and/or religion on parenting</li><li>• Communicates ideas in a clear manner using appropriate terminology</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some information about parenting, caring, relationships, relationships, religion OR culture</li><li>• Communicates simple ideas using limited terminology</li></ul>	1–2

**Question 17 (c)***Outcomes assessed H2.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates an extensive knowledge and understanding of parenting responsibilities</li><li>• Analyses the interrelationship between parenting styles, responsibilities and wellbeing</li><li>• Identifies the legal implications for parenting responsibilities</li><li>• Illustrates answer with relevant examples</li><li>• Effectively communicates ideas in an organised manner using appropriate terminology</li></ul>	13–15
<ul style="list-style-type: none"><li>• Demonstrates knowledge and understanding of parenting responsibilities</li><li>• Links parenting styles and responsibilities</li><li>• Provides relevant examples</li><li>• Communicates ideas in an organised manner using appropriate terminology</li></ul>	10–12
<ul style="list-style-type: none"><li>• Demonstrates knowledge of parenting responsibilities and/or parenting styles</li><li>• Uses narrow examples</li><li>• Communicates ideas in a clear manner using appropriate terminology</li></ul>	7–9
<ul style="list-style-type: none"><li>• Demonstrates basic knowledge of parenting responsibilities or parenting styles</li><li>• Uses examples that rely on personal experience</li><li>• Communicates ideas in a basic form using some relevant terminology</li></ul>	4–6
<ul style="list-style-type: none"><li>• Provides some information about parenting, responsibilities OR styles</li><li>• Communicates simple ideas using limited terminology</li></ul>	1–3

**Question 18 (a)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an extensive knowledge and understanding of the range of leisure and recreation facilities provided for young people</li> <li>• Analyses the interrelationship between leisure and recreation facilities in the community and the wellbeing of young people</li> <li>• Illustrates answer with a wide range of examples</li> <li>• Effectively communicates ideas in an organised manner using appropriate terminology</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of the range of leisure and recreation facilities provided for young people</li> <li>• Describes the interrelationship between leisure and recreation facilities in the community and the wellbeing of young people</li> <li>• Provides relevant examples</li> <li>• Communicates ideas in an organised manner using appropriate terminology</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Describes leisure and recreation facilities for young people in the community with some links to their needs</li> <li>• Uses narrow examples</li> <li>• Communicates ideas in a clear manner using appropriate terminology</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Provides a basic description of leisure and recreation facilities in the community, or needs of young people</li> <li>• Uses some examples</li> <li>• Communicates ideas in basic form using some relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides some information about leisure and needs of young people for recreation facilities</li> <li>• Communicates simple ideas using limited terminology</li> </ul>	1–2

**Question 18 (b)**

*Outcomes assessed: H3.3, H3.4, H4.2, H6.2*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an extensive knowledge and understanding of current policy and legislation for the aged and issues arising from an ageing population</li> <li>• Analyses the interrelationships between policy and legislation which address issues of an ageing population and wellbeing</li> <li>• Makes a judgement by drawing valid conclusions about the effectiveness of current policy and legislation in addressing issues for the aged</li> <li>• Illustrates answer with relevant examples</li> <li>• Effectively communicates ideas in an organised manner using appropriate terminology</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of current policy and legislation for the aged and issues arising from an ageing population</li> <li>• Describes the interrelationships between policy and legislation which address issues of an ageing population and wellbeing</li> <li>• Provides relevant examples</li> <li>• Communicates ideas in an organised manner using appropriate terminology</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of current policy and legislation for the aged OR issues arising from an ageing population</li> <li>• Uses narrow examples</li> <li>• Communicates ideas in a clear manner using appropriate terminology</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of policy and legislation for the aged OR issues arising from an ageing population</li> <li>• Uses examples that rely on personal experience</li> <li>• Uses narrow examples</li> <li>• Communicates ideas in a basic form using some relevant terminology</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some information about policy, legislation OR issues arising from an ageing population</li> <li>• Communicates simple ideas using limited terminology</li> </ul>	1–3

**Question 19 (a) (10 marks)**
*Outcomes assessed: H3.4, H4.2*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of the piece of technology and the impact of technology on individuals, families and communities</li> <li>• Analyses the impact of the piece of technology on the wellbeing of the individual, family and community</li> <li>• Illustrates answer with a wide range of examples to show the impact of technology</li> <li>• Effectively communicates ideas in an organised manner using appropriate terminology</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of the piece of technology and the impact of technology on individuals, families and communities</li> <li>• Describes the impact of the piece of technology on wellbeing</li> <li>• Provides relevant examples</li> <li>• Communicates ideas in a clear manner using appropriate terminology</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the impact of technology on individuals, families and/or communities</li> <li>• Describes the piece of technology and issues related to its use</li> <li>• Uses narrow examples</li> <li>• Communicates ideas in a clear manner using appropriate terminology</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Basic knowledge of the impact of technology on individuals, families and/or communities</li> <li>• Provides a description of the piece of technology OR the impact of technology</li> <li>• Uses examples that rely on personal experience</li> <li>• Communicates ideas in a basic form using some relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides some information about the piece of technology OR the impact of technology</li> <li>• Communicates simple ideas using limited terminology</li> </ul>	1–2

**Question 19 (b)**

*Outcomes assessed: H2.3, H4.2, H6.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding about the roles and responsibilities of employers and employees that affect an individual's access to and acceptance of technology</li> <li>• Analyses the interrelationship between the factors that affect an individual's access to and acceptance of technology, roles and responsibilities and wellbeing in the workplace</li> <li>• Makes a judgment by drawing valid conclusions about roles and responsibilities of employers and employees in the workplace</li> <li>• Illustrates answer with relevant examples</li> <li>• Communicates ideas clearly with relevant examples in an organised manner using appropriate terminology</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding about the roles and/or responsibilities of employers and employees affecting an individual's access to and acceptance of technology</li> <li>• Describes the interrelationship between technology, roles and responsibilities, and wellbeing in the workplace</li> <li>• Provides relevant examples</li> <li>• Communicates ideas in an organised manner using appropriate terminology</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates knowledge about the roles and/or responsibilities of employers and/or employees that are affected by technology</li> <li>• Uses narrow examples</li> <li>• Communicates ideas in a clear manner using appropriate terminology</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge about the roles and/or responsibilities of employers and/or employees or the impact of technology in the workplace</li> <li>• Uses examples that rely on personal experience</li> <li>• Communicates ideas in a basic form using some relevant terminology</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some information about technology, roles, responsibilities, employers or employees</li> <li>• Communicates simple ideas using limited terminology</li> </ul>	1–3



**Question 20 (a) (10 marks)**

*Outcomes assessed: H2.2, H4.2, H5.2*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of workplace regulations and entitlements and family responsibilities</li> <li>• Analyses the effectiveness of workplace regulations and entitlements to support individuals in managing family responsibilities and wellbeing</li> <li>• Illustrates answer with a wide range of examples</li> <li>• Effectively communicates ideas in an organised manner using appropriate terminology</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of workplace regulations and entitlements and family responsibilities</li> <li>• Describes the role of workplace regulations and entitlements in supporting individuals with family responsibilities</li> <li>• Provides relevant examples</li> <li>• Communicates ideas in an organised manner using appropriate terminology</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Describes workplace regulations and entitlements with some link to family responsibilities</li> <li>• Uses narrow examples</li> <li>• Communicates ideas in a clear manner using appropriate terminology</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Provides a basic description of workplace regulations and/or entitlements OR family responsibilities</li> <li>• Uses examples that rely on personal experience</li> <li>• Communicates ideas in a basic form using some relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides some information about workplace regulations , entitlements OR family responsibilities</li> <li>• Communicates simple ideas using limited terminology</li> </ul>	1–2

**Question 20 (b)**

*Outcomes assessed: H3.4, H4.2, H5.2*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding about current trends in patterns of work and social, legal and technological change</li> <li>• Analyses the interrelationship between social, legal and technological change, wellbeing, and patterns of work</li> <li>• Evaluates how social, legal and technological change impacts on patterns of work</li> <li>• Makes a judgement by drawing valid conclusions about the impact of change on patterns of work</li> <li>• Illustrates answer with relevant examples</li> <li>• Communicates ideas clearly with relevant examples in an organised manner using appropriate terminology</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding about patterns of work and social, legal and technological change</li> <li>• Describes the interrelationship between social, legal and technological change and patterns of work</li> <li>• Provides relevant examples</li> <li>• Communicates ideas in an organised manner using appropriate terminology</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of patterns of work OR social, legal and/or technological change</li> <li>• Uses narrow examples</li> <li>• Communicates ideas in a clear manner using appropriate terminology</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of patterns of work OR social, legal and/or technological change</li> <li>• Using examples that rely on personal experience</li> <li>• Communicates ideas in basic form using some relevant terminology</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some information about patterns of work or change</li> <li>• Communicates simple ideas using limited terminology</li> </ul>	1–3