

**2006 HSC Notes from  
the Marking Centre  
Community and Family Studies**

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# 2006 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 2006 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.

This document should be read along with the relevant syllabus, the 2006 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.

## Section I

### Part A Multiple Choice

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

## Part B

### Question 11

Better responses correctly identified one accessible community service and provided features of this service and how it would assist Scott in managing his changed circumstances. For example, after school care provides a safe and secure environment for his two children so Scott can continue working full time, therefore providing financial support for his family.

Poorer responses provided some knowledge of a community service, without providing any features as to how it would assist Scott in managing his changed circumstance. For example, Centrelink provides money. Other responses failed to mention a suitable community service for the situation described in the question, for example, Meals on Wheels.

### Question 12

Better responses sketched in general terms the purpose of the diary in the Independent Research Project.

Weaker responses only provided some information regarding the purpose of the diary in the Independent Research Project. For example, it is used to keep track of the process.

### Question 13

- (a) Correct responses identified one trend illustrated in the graph. For example: *The amount of intercountry adoptions have increased over the time period indicated on the graph.*
- (b) Better responses were able to make a suitable prediction and relate this prediction to a knowledge of social implications of adoption.

Weaker responses could not predict the social implications and only provided a relevant point about adoption or social parenting.

A misconception was evident in some responses regarding the meaning of local and intercountry adoption, with some thinking that local adoptions were adoptions that took place in the local or rural area, and intercountry within Australia.

### Question 14

Better responses demonstrated knowledge about homeless people and drew relationships between homelessness and chronic illness, poor hygiene and sense of identity. They provided relevant examples to support their knowledge and communicated ideas in an organised manner using appropriate terminology.

Sample: *The homeless are those who do not live in a conventional home. They quite often suffer from chronic illnesses due to their poor living conditions and exposure to the elements. These issues impact upon their sense of identity as they may be ridiculed*

*or looked upon as being a nuisance to society. The homeless also tend to suffer poor hygiene.*

*Again, this is due to their living conditions, lack of knowledge and education, lack of finances and access to resources such as medical services. Poor hygiene leads to many diseases and as a result affects the sense of identity of the homeless as they have less chance of maintaining good wellbeing.*

Mid-range responses demonstrated knowledge of homeless people, but did not show a relationship between homelessness and chronic illness, poor hygiene and sense of identity. Many responses in this range confused self-esteem with sense of identity.

Weaker responses provided information on some of the identified issues, that is, the homeless, chronic illness, poor hygiene and sense of identity. They failed to address all issues and used limited terminology to communicate ideas.

### **Question 15**

Better responses demonstrated knowledge of the relationship between culture, religion and conflict between parents and children. They provided relevant examples to demonstrate knowledge and communicated ideas in an organised manner using appropriate terminology.

Mid-range responses demonstrated knowledge of the relationship between culture, religion and conflict as they exist between parents and their children. The responses communicated ideas in a basic form using some relevant terminology. This type of response failed to provide relevant examples to support their answers.

Weaker responses provided limited information about the relationship between culture or religion and conflict between parents and children. This type of response only provided limited knowledge about one of the issues.

### **Question 16**

- (a) Excellent responses identified a cultural group and clearly explained the relationship between the special characteristics of the group, education and employment opportunities.

Mid-range responses identified a cultural group and made some reference to education and/or employment but were limited in reference to characteristics of the group.

Poor responses did not identify a cultural group. However, many could identify a group studied in 'Groups in Context'. As a result they did not address the question appropriately.

- (b) Excellent responses clearly demonstrated knowledge and understanding of the housing needs of the aged and socio-economically disadvantaged and were able to identify both similarities and differences between the two.

Sample: *Both groups need to be situated close to transport and services as they may not be able to afford a car or were unable to drive; due to limited income they may require assistance from the Department of Housing; the aged may require modifications to their home whereas the homeless simply need basic, affordable housing.*

Poorer responses listed the housing needs of each group in isolation with no comparisons made.

- (c) Excellent responses demonstrated extensive knowledge and understanding of the groups they selected, their needs, and the community service groups available to address their needs. They were able to make a valid judgement about the extent to which the community service groups met their needs and relate this to the wellbeing of individuals in the group.

Mid-range responses tended to discuss the community services that are available for a particular group, however this could only demonstrate a general or basic knowledge of the group. The poorer responses may have mentioned community service groups as a whole and not give specific examples or were limited to a list.

The weaker responses failed to make a judgement about the ability of the community service groups to meet the needs of the identified group.

### Question 17

- (a) Excellent responses demonstrated knowledge about the role of support services in assisting foster parents. These responses provided at least one relevant example to support this information. Correct and relevant terminology was used to support the answer.

Mid-range responses demonstrated some basic knowledge about the role of support services in assisting foster parents. Ideas were communicated in a limited form with some relevant terminology.

Weaker responses provided some information about the role of support services, families or foster parents with no relevant examples or explanations.

- (b) Excellent responses demonstrated a sound knowledge and understanding of how age of dependants influences a parent's management of resources. Responses explained the relationship between age and a parent's management of resources and provided relevant examples. These ideas were communicated in an organised manner and were supported by appropriate terminology.

Mid-range responses demonstrated knowledge of how age of dependants influences a parent's management of resources. Candidates provided some aspects of how age of dependants influences a parent's management of resources. These ideas were communicated in a limited form using some relevant terminology.

Weaker responses provided some information about parents, age of dependants or resource management. Some responses demonstrated a misunderstanding of the question and explained how the age of the parent/s affected their resource management.

- (c) Excellent responses demonstrated an extensive knowledge of the different styles of parenting and linked them to individual wellbeing and family relationships. These responses examined a number of parenting styles including authoritarian, democratic, permissive/indulgent and negligent. A number of responses identified a variety of other styles that were also suitable. These responses demonstrated an appropriate use of terminology and relevant examples.

Mid-range responses demonstrated a general knowledge of the different styles of parenting. Responses demonstrated a weak link between a style of parenting and individual wellbeing or family relationships. Examples that were used did not adequately support the parenting styles. Some relevant terminology was provided in these responses.

Weak responses provided some information about styles of parenting and/or individual wellbeing and/or family relationships. Some responses in this range provided detailed information on family types such as sole parents, step parents and adoptive parents rather than styles of parenting. Weak responses lacked examples or relied heavily on personal experience with poor use of terminology.

### **Question 18**

- (a) Excellent responses clearly explained the relationship between an identified legal right and the empowerment of children or young people. Relevant examples were provided in the response.
- (b) Excellent responses provided a sound knowledge of issues relevant to the aged and made feasible suggestions for shaping future government policies.

Mid-range responses demonstrated a very generalised approach to issues concerning the aged and/or suggestions for government action. These responses showed limited communication skills with some relevant terminology shown.

- (c) Excellent responses demonstrated a clear understanding of the scope of the question. An extensive knowledge of legal change was evident as they critically evaluated and discussed changes in laws, the role of government departments or support agencies and their impact upon individuals and families.

Mid-range responses demonstrated a more general knowledge of legal change and the impact upon individuals and families with few references to wellbeing.

Weaker responses in all parts of this question relied on personal experiences and showed little understanding of the intent of the question and perhaps an indication that this option was not studied in class. Candidates are strongly advised to attempt the option that has been studied in class.

### **Question 19**

- (a) Excellent responses clearly explained the relationship between an identified household technology and the empowerment of families. Relevant examples were provided.
- (b) Excellent responses discussed thoroughly appropriate reasons for the development of the technology.

Mid-range responses demonstrated a very generalised approach to reasons for the development of technology. For example, technology makes life easier, simpler or more efficient. These responses showed limited communication skills with some relevant terminology shown.



- (c) Excellent responses demonstrated a clear understanding of the scope of the question. An extensive knowledge of technological change and its impact upon individuals and families was evident as the responses demonstrated a critical evaluation of technologies related to the family, community and/or work. These responses were well organised and integrated valid judgements with discussions of positive and/or negative impacts upon wellbeing and were illustrated with relevant examples.

Mid-range responses demonstrated a more general knowledge of technology/technological change and the discussions focused on the impact upon individuals and families with some references to wellbeing. For example, families have been severely impacted on by technological change as relationships can be affected by too much time at work, away from the family.

Weaker responses in all parts of this question relied on personal experiences and showed little understanding of the intent of the questions and perhaps an indication that this option was not studied in class. Candidates are strongly advised to attempt only option questions that have been studied in class.

## Question 20

- (a) Excellent responses clearly linked the relationship of the identified entitlement to the wellbeing of the individual. For example, in the workplace the Anti Discrimination Act ensures employees are not judged according to their race, sexuality, disability, age, gender, religion or culture.

Poorer responses listed an entitlement or acknowledged one point on the empowerment of working.

- (b) Excellent responses demonstrated extensive knowledge of individual needs met through work (eg financial, social, self-esteem, education, status, lifestyle, career, social conscience and cultural) and also provided relevant examples. Use of correct terminology was evident in these responses.

Mid-range responses outlined some needs and made reference to how work meets these needs with limited connection to wellbeing.

Poorer responses demonstrated limited knowledge of the interrelationship between work and needs met. Responses generally only offered one relevant point, for example, work meets social needs.

- (c) Excellent responses demonstrated an extensive knowledge of the range of workplace changes and drew valid judgements about the impact of these changes upon individuals and families. Workplace changes included education and retraining, technology, research and development, perceptions of gender, employment and unemployment, family circumstances, government policy and economics. Responses demonstrated an assessment of how the workplace change impacted positively and/or negatively on the wellbeing of individuals and families.

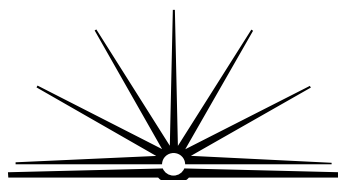
Mid-range responses demonstrated a general knowledge about workplace change and only provided some information about the impact of workplace change on individuals and/or families. These responses mentioned the impact of workplace change on wellbeing in general terms rather than addressing individuals and families specifically.

Weaker responses had a limited understanding of workplace change and only referred to examples of one change without relating it to individuals and families or linking this to wellbeing. Examples that were used relied on personal experience with poor terminology also a feature.

# Community and Family Studies

## 2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I</b>			
<b>Part A</b>			
1	1	Research Methodology	H4.1
2	1	Parenting and Caring	H2.1
3	1	Parenting and Caring	H1.1
4	1	Groups in Context	H4.1
5	1	Groups in Context	H3.1
6	1	Research Methodology	H4.1
7	1	Groups in Context	H1.1
8	1	Parenting and Caring	H3.2
9	1	Parenting and Caring	H2,3
10	1	Groups in Context	H3.1
<b>Section I</b>			
<b>Part B</b>			
11	2	Groups in Context	H1.1, H6.2
12	2	Research Methodology	H4.1
13 (a)	1	Research Methodology	H4.2
13 (b)	2	Research Methodology	H3.4, H4.2
14	4	Groups in Context	H5.1
15	4	Parenting and Caring	H2.2
<b>Section I</b>			
<b>Part C</b>			
16 (a)	4	Groups in Context	H3.1
16 (b)	6	Groups in Context	H3.1
16 (c)	15	Groups in Context	H1.1, H3.3
17 (a)	4	Parenting and Caring	H3.2
17 (b)	6	Parenting and Caring	H2.2
17 (c)	15	Parenting and Caring	H2.1, H2.2
<b>Section II</b>			
18 (a)	3	Family and Societal Interactions	H2.3, H6.1
18 (b)	7	Family and Societal Interactions	H3.4, H6.2
18 (c)	15	Family and Societal Interactions	H3.4
19 (a)	3	Social Impact of Technology	H6.1
19 (b)	7	Social Impact of Technology	H3.4, H4.2
19 (c)	15	Social Impact of Technology	H3.4
20 (a)	3	Individuals and Work	H2.3, H6.1
20 (b)	7	Individuals and Work	H2.2, H3.4
20 (c)	15	Individuals and Work	H3.4



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2006 HSC Community and Family Studies Marking Guidelines**

### **Section I, Part B**

#### **Question 11**

*Outcomes assessed: H1.1, H6.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies ONE accessible community service</li><li>Provides features of this community service</li></ul>	2
<ul style="list-style-type: none"><li>Provides some knowledge of a community service</li></ul>	1

#### **Question 12**

*Outcomes assessed: H4.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Sketches in general terms the purpose of the diary in the independent research project</li></ul>	2
<ul style="list-style-type: none"><li>Provides some information regarding the purpose of the diary in the independent research project</li></ul>	1

**Question 13 (a)***Outcomes assessed: H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Recognises and names ONE trend illustrated in the graph</li></ul>	1

**Question 13 (b)***Outcomes assessed: H3.4, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Suggests what may happen based on the available information presented in the graph</li><li>Demonstrates knowledge of social implications of adoption</li></ul>	2
<ul style="list-style-type: none"><li>Provides ONE relevant point about adoption or social parenting</li></ul>	1

**Question 14***Outcomes assessed: H5.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Demonstrates knowledge and understanding of the relationship between homelessness, chronic illness, poor hygiene and how these impact on one's sense of identity</li><li>Provides relevant examples and communicates ideas in an organised manner using appropriate terminology</li></ul>	4
<ul style="list-style-type: none"><li>Demonstrates knowledge of homelessness, chronic illness, poor hygiene and how these impact on one's sense of identity</li><li>Communicates ideas in a basic form using some relevant terminology</li></ul>	3
<ul style="list-style-type: none"><li>Provides some information on homelessness, chronic illness and/or poor hygiene and/or one's sense of identity</li><li>Communicates ideas using limited terminology</li></ul>	2
<ul style="list-style-type: none"><li>Provides ONE relevant point about homeless people or chronic illness or poor hygiene or one's sense of identity</li></ul>	1

**Question 15***Outcomes assessed: H2.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates knowledge and understanding of the relationship between culture and religion and conflict between parents and children</li><li>• Provides relevant example(s)</li><li>• Communicates ideas in an organised manner using appropriate terminology</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates knowledge of relationship between culture and religion and conflict between parents and children</li><li>• Communicates ideas in a basic form using some relevant terminology</li></ul>	3
<ul style="list-style-type: none"><li>• Provides some information about relationship between culture or religion and conflict between parents and children</li><li>• Communicates ideas using limited terminology</li></ul>	2
<ul style="list-style-type: none"><li>• Provides limited information about relationship between culture or religion and conflict between parents and children</li></ul>	1

**Section I, Part C****Question 16 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies ONE cultural group</li><li>• Explains the relationship between the special characteristics of ONE cultural group and education and employment opportunities</li><li>• Illustrates answer with relevant examples</li><li>• Communicates ideas in an organised manner using appropriate terminology</li></ul>	4
<ul style="list-style-type: none"><li>• Identifies ONE cultural group</li><li>• Provides some aspects of how the characteristics of one cultural group influences employment or education opportunities</li><li>• Communicates ideas in a basic form using appropriate terminology</li></ul>	3
<ul style="list-style-type: none"><li>• Provides some relevant information about special characteristics of a group and/or employment or education</li></ul>	2
<ul style="list-style-type: none"><li>• Provides ONE relevant point about a group</li></ul>	1

**Question 16 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates knowledge and understanding of the housing needs of the aged and socio-economically disadvantaged</li><li>• Shows similarities and/or differences between the housing needs of the aged and the socio-economically disadvantaged</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>• Demonstrates basic knowledge and understanding of the housing needs of the aged and socio-economically disadvantaged</li><li>• Shows ONE similarity or difference between the housing needs of the aged and socio-economically disadvantaged</li><li>• Communicates ideas in a clear manner using appropriate terminology</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some relevant information about housing and the aged and/or socio-economically disadvantaged</li><li>• Communicates simple ideas using limited terminology</li></ul>	1–2



**Question 16 (c)**

*Outcomes assessed: H1.1, H3.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of the selected groups, their needs and community service groups</li> <li>• Makes a valid judgement about the extent to which a community service group meet the needs of the group</li> <li>• Analyses the interrelationships between meeting the need of the group 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 a sound knowledge and understanding of the selected groups</li> <li>• Makes some reference about the extent to which a community service group meet the needs of the group</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 a general knowledge of the selected groups or sound knowledge of TWO groups</li> <li>• Provides some information about a community service group meeting the needs of the group</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 the selected groups OR general knowledge about TWO groups</li> <li>• Refers to community service groups and/or needs</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 the selected group(s)</li> <li>• Examples rely on personal experience</li> <li>• Communicates simple ideas using limited terminology</li> </ul>	1–3

**Question 17 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates knowledge about the role of support services in assisting families to foster a child</li><li>• Illustrates answer with a relevant example</li><li>• Effectively communicates ideas in an organised manner using appropriate terminology</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some basic knowledge about the role of support services in assisting families to foster a child</li><li>• Communicates ideas in a basic form using some relevant terminology</li></ul>	3
<ul style="list-style-type: none"><li>• Provides some information about the role of support services in assisting families with fostering</li></ul>	2
<ul style="list-style-type: none"><li>• Provides ONE relevant point about support services, families or fostering</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a sound knowledge and understanding of how age of dependants affects a parent's management of resources</li><li>• Explains the relationship between age of dependants and a parent's management of resources</li><li>• Provides relevant examples of managing resources</li><li>• Communicates ideas in an organised manner using appropriate terminology</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates knowledge of how age of dependants affects a parent's management of resources</li><li>• Provides some aspects of how age of dependants affects a parent's management of resources</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 parents, age of dependants or resource management</li></ul>	1–2

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates an extensive knowledge and understanding of different styles of parenting</li><li>• Identifies the link between different styles of parenting and individual wellbeing and family relationships</li><li>• Relates the implications of styles of parenting to 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 a sound knowledge and understanding of different styles of parenting</li><li>• Identifies the link between styles of parenting, individual wellbeing and/or family relationships</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 a general knowledge of different styles of parenting</li><li>• Provides some information that shows a link between a style of parenting and individual wellbeing or family relationships</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 a basic knowledge about styles of parenting</li><li>• Refers to individual wellbeing and/or family relationships</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 styles of parenting and/or individual wellbeing and/or family relationships</li><li>• Communicates some simple ideas</li></ul>	1–3

## Section II

### Question 18 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies ONE legal right</li><li>Explains the relationship between the right and the empowerment of children or young people</li><li>Provides relevant example(s)</li><li>Communicates ideas in a clear manner using appropriate terminology</li></ul>	3
<ul style="list-style-type: none"><li>Identifies ONE legal right</li><li>Provides some information on how the right relates to the empowerment of children or young people</li><li>Communicates ideas in a basic form using limited terminology</li></ul>	2
<ul style="list-style-type: none"><li>Makes ONE relevant point about a legal right OR empowerment of children or young people</li></ul>	1

### Question 18 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Demonstrates a sound knowledge and understanding of issues relevant to the aged and how they may effect government policy</li><li>Provides a range of suggestions of what may happen based on information about the aged</li><li>Provides relevant examples</li><li>Communicates ideas in an organised manner using appropriate terminology</li></ul>	6–7
<ul style="list-style-type: none"><li>Demonstrates knowledge of issues relevant to the aged and government policy</li><li>Provides some suggestions of what may happen based on information about the aged</li><li>Communicates ideas in a basic form using some relevant terminology</li></ul>	4–5
<ul style="list-style-type: none"><li>Provides some relevant information about issues relevant to the aged and/or government policy</li><li>Communicates simple ideas</li></ul>	2–3
<ul style="list-style-type: none"><li>Makes ONE relevant point about the aged or government policy</li></ul>	1

**Question 18 (c)**
*Outcomes assessed: H3.4*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding about legal change and the impact on individuals and families</li> <li>• Draws valid judgements about the impact of legal changes on individuals and families</li> <li>• Shows how legal change impacts positively or negatively on the wellbeing of individuals and families</li> <li>• Illustrates 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 a sound knowledge and understanding about legal change and the impact on individuals and families</li> <li>• Makes some reference about the impact of legal change on individuals and families</li> <li>• Describes some ways in which legal change impacts on the wellbeing of individuals and/or family members</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 a general knowledge about legal change</li> <li>• Provides some information about the impact of legal change on individuals and/or families</li> <li>• Mentions the impact of legal change on wellbeing</li> <li>• Provides some relevant 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 legal change</li> <li>• Refers to the impact of legal change</li> <li>• Uses examples that rely on personal experience</li> <li>• Communicates ideas in a basic form using limited terminology</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some information about legal change</li> <li>• Communicates simple ideas</li> </ul>	1–3

**Question 19 (a)***Outcomes assessed: H6.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies ONE household technology</li><li>Explains the relationship between the household technology and the empowerment of families</li><li>Provides some relevant example(s)</li><li>Communicates ideas in a clear manner using appropriate terminology</li></ul>	3
<ul style="list-style-type: none"><li>Identifies ONE household technology</li><li>Provides some information on how the household technology relates to the empowerment of families</li><li>Communicates ideas in a basic form using limited terminology</li></ul>	2
<ul style="list-style-type: none"><li>Makes ONE relevant point about a household technology OR empowerment of families</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Demonstrates a sound knowledge and understanding of reasons for the development of technology</li><li>Provides points for and/or against the development of technology</li><li>Provides relevant examples</li><li>Communicates ideas in an organised manner using appropriate terminology</li></ul>	6–7
<ul style="list-style-type: none"><li>Demonstrates knowledge of the development of technology</li><li>Provides points for and/or against technology</li><li>Communicates ideas in a basic form using some relevant terminology</li></ul>	4–5
<ul style="list-style-type: none"><li>Provides relevant information about technology</li><li>Communicates simple ideas</li></ul>	2–3
<ul style="list-style-type: none"><li>Makes ONE relevant point about technology</li></ul>	1

**Question 19 (c)**
*Outcomes assessed: H3.4*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of technological change and the impact on individuals and families</li> <li>• Draws valid judgements about the impact of technological change on individuals and families</li> <li>• Shows how technological change impacts positively or negatively on the wellbeing of individuals and families</li> <li>• Illustrates 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 sound knowledge and understanding of technological change and the impact on individuals and families</li> <li>• Makes reference about the impact of technological change on individuals and families</li> <li>• Describes some ways in which technological change impacts on the wellbeing of individuals and/or families</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 a general knowledge about technological change</li> <li>• Provides some information about the impact of technological change on individuals and/or families</li> <li>• Mentions the impact of technological change on wellbeing</li> <li>• Provides some relevant examples</li> <li>• Communicates ideas in a clear manner using some appropriate terminology</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge about technological change</li> <li>• Refers to the impact of technological change</li> <li>• Uses examples that rely on personal experience</li> <li>• Communicates ideas in a basic form using limited terminology</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some information about technological change</li> <li>• Communicates simple ideas</li> </ul>	1–3

**Question 20 (a)***Outcomes assessed: H2.3, H6.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies ONE workplace entitlement</li><li>• Explains the relationship between the workplace entitlement and the empowerment of employees</li><li>• Provides relevant example(s)</li><li>• Communicates ideas in a clear manner using appropriate terminology</li></ul>	3
<ul style="list-style-type: none"><li>• Identifies ONE workplace entitlement</li><li>• Provides some information on how the workplace entitlement relates to the empowerment of employees</li><li>• Communicates ideas in a basic form using limited terminology</li></ul>	2
<ul style="list-style-type: none"><li>• Makes ONE relevant point about a workplace entitlement OR the empowerment of employees</li></ul>	1

**Question 20 (b)***Outcomes assessed: H2.2, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a sound knowledge and understanding of individual needs and how they are met by work</li><li>• Provides a range of points for and/or against to support answer</li><li>• Provides relevant examples</li><li>• Communicates ideas in an organised manner using appropriate terminology</li></ul>	6–7
<ul style="list-style-type: none"><li>• Demonstrates knowledge of individual needs and work</li><li>• Provides some points for and/or against to support answer</li><li>• Communicates ideas in a basic form using some relevant terminology</li></ul>	4–5
<ul style="list-style-type: none"><li>• Provides some relevant information about individual needs and/or work</li><li>• Communicates simple ideas</li></ul>	2–3
<ul style="list-style-type: none"><li>• Makes ONE relevant point about individual or work</li></ul>	1



**Question 20 (c)**
*Outcomes assessed: H3.4*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of workplace change and the impact on individuals and families</li> <li>• Draws valid judgements about the impact of workplace change on individuals and families</li> <li>• Shows how workplace change impacts positively or negatively on the wellbeing of individuals and families</li> <li>• Illustrates 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 a sound knowledge and understanding of workplace change and the impact on individuals and families</li> <li>• Makes some reference about the impact of workplace change on individuals and families</li> <li>• Describes some ways in which workplace change impacts on the wellbeing of individuals and/or families</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 a general knowledge about workplace change</li> <li>• Provides some information about the impact of workplace change on individuals and/or families</li> <li>• Mentions the impact of workplace change on wellbeing</li> <li>• Provides some relevant examples</li> <li>• Communicates ideas in a clear manner using some appropriate terminology</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge about workplace change</li> <li>• Refers to the impact of workplace change</li> <li>• Uses examples that rely on personal experience</li> <li>• Communicates ideas in a basic form using limited terminology</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some information about workplace change</li> <li>• Communicates simple ideas</li> </ul>	1–3