2013 HSC Community and Family Studies Marking Guidelines

Section I, Part A

Multiple-choice Answer Key

Question	Answer
1	D
2	B
3	D
4	A
5	A
6	A
7	B
8	C
9	B
10	C
11	D
12	C
13	C
14	C
15	A
16	D
17	B
18	D
19	D
20	A

Section I, Part B

Question 21 (a)

Criteria	Marks
• Sketches in general terms strategies a researcher may use to protect the privacy of the participants in a study • Provides relevant examples	3
• Provides some information about a strategy that can be used to protect privacy in research • Provides example(s)	2
• Provides one point about research OR privacy	1

Answers could include:

• Clearly explain to participants what will happen to the data once collected and on completion of the project

• Participant confidentiality – always ensure that participants are aware that their personal information will not be made available to anyone who is not directly involved in the research project
   – Careful storage and disposal of research for example, all data is shredded

• Anonymity – participants should remain anonymous, even to the researchers themselves, unless they have consented otherwise.

Question 21 (b)

Criteria	Marks
• Sketches in general terms strategies a researcher may use to show respect for subjects of research • Provides relevant examples	3
• Provides some information about a strategy that can be used to show respect for subjects of research • Provides example(s)	2
• Provides one point about research OR respect	1

Answers could include:

• Voluntary participation – people must not be forced or pressured into participating in your research

• Informed consent – potential research participants must be fully informed about the procedures and risks involved in your research, and must give their consent to participate

• Risk of harm – you must not put participants in a situation where they might be at risk of harm, either physically or emotionally, as a result of their participation.

Question 22

Criteria	Marks
• Recognises and correctly names a group in context • Provides a clear relationship of the group's power within the community • Draws out and relates the positive and negative implications of the group's power within the community • Provides relevant examples	8
• Recognises and names a group in context • Provides a relationship of the group's power within the community • Draws out and relates the positive and/or negative implications of the group's power within the community • Provides relevant examples	6–7
• Recognises and names a group in context • Attempts to provide a relationship of the group's power within the community • Provides positive and/or negative implications of the group's power within the community • Provides examples	4–5
• Provides some information about the group's power within the community. • Provides examples that rely on personal experience	2–3
• Provides one point about a group in the community OR power within the community	1

Answers could include:

Aged:
- Australia's population is ageing with approximately 13% of the population 65 years or older. The growing number in itself gives the group power, particularly 'voting power'.
- Not only do the aged have power by population size for voting in government elections, they are a strong voice in community decision-making.
- The Council of the Aged (COTA) and the National Seniors' Association are both powerful supporters for the aged and advocate on behalf of the needs, rights and interests of older people. The Aged Rights Advocacy service also gives the aged a voice and power to be in control of their rights. There are many other lobby groups for the aged that help to increase power. Charity groups such as the Salvation Army and St Vincent de Paul will also speak out on issues facing the aged.
- The range of government policies and regulations that are in place to support the aged give further power to the group.
- GreyPower began as a lobby group in 1983 and lobbies the government for the needs of the 'mature aged' citizen. The group has no political affiliation. It is concerned with issues such as health, transport and law and order.

- Senior Citizens Associations encourage participation in society and can lobby on behalf of their members.
- The aged have the power to make a significant contribution to the community as role models to younger family members, workers and school students. They are volunteers in schools, hospitals, church, welfare organisations and museums.
- If the aged are of low socioeconomic status, have deteriorating health, lack mobility, are retired and dependent on welfare and family, they may be viewed in a negative image, which limits their power in society. Stereotypes of the group as being 'old frail people' are a misconception. The group as a whole has a lot of power, even if individual aged people do not.

Question 23 (a)

Criteria	Marks
• Clearly shows the differences between quantitative and qualitative research • Provides a relevant example of each method of research	4
• Shows differences between quantitative or qualitative and/or research methods • Provides example(s) of research method(s)	2–3
• Provides one point about quantitative or qualitative research OR provides an example of a method of research	1

Answers could include:

Quantitative data is in a numerical form so it can be counted and presented through the use of bar, line or pie graphs or tables containing statistics or percentages.

Qualitative data can be collected through research methods such as experiments, observations and questionnaires.

Quantitative methods tend to be more objective and reliable and less subject to bias than qualitative methods.

Collecting and analysing quantitative data is less time consuming.

Qualitative methods can be more susceptible to bias from the researcher's own values and interpretation.

Question 23 (b)

Criteria	Marks
• Provides characteristics and features of presenting quantitative data • Provides relevant examples of how to present quantitative data	3
• Provides some information about presenting quantitative data	2
• Provides one point about quantitative data	1

Answers could include:

Quantitative data can be collected through research methods such as experiments, observations and questionnaires. Quantitative data is more objective, reliable and subject to less bias than qualitative data.

Quantitative data can be presented as:
- Tables – with space allocated for each category and data arranged in columns. Include both written and numerical information
- Pie graph is presented as a circle divided into segments. It is the best method when you want to show a simple comparison of a small number of items that make up a total number.
- Bar graph – consists of an axis and a series of labelled horizontal bars that show different values. It is best for showing values or amounts: the longer the bar, the greater the value or amount.

Question 24

Criteria	Marks
• Recognises and correctly names a relevant group in context • Provides detailed information about societal structures and needs of the chosen group • Provides clear and valid judgement(s) of the effectiveness of societal structures in meeting the needs of the chosen group • Provides relevant examples	8
• Recognises and correctly names a group in context • Provides information about societal structures and needs of the chosen group • Provides a judgement of the effectiveness of societal structures in meeting the needs of the chosen group • Provides some relevant examples	6–7
• Recognises and correctly names a group in context • Identifies societal structures and needs of the chosen group • Provides a limited judgement of the effectiveness OR a link between societal structures in meeting the needs of the chosen group • Provides examples	4–5
• Provides some information about a group AND/OR societal structures AND/OR needs of a group • Provides examples that may rely on personal experience	2–3
• Provides one point about a group OR societal structures OR needs	1

Answers could include:

Homeless:

Mission Australia believes that all individuals should be able to live in safe, secure and affordable homes. Mission Australia works alongside individuals and their families, to help them overcome and break the cycle of homelessness. The workers from Mission Australia meet all their needs such as physical, social, emotional, housing and employment through such services as:
• Missonbeat – homeless outreach service
• Reconnect – helps young people improve their level of engagement with family, work, education, training and their local community.

Wesley Mission is part of the Uniting Church in Australia. For those who are homeless, no matter what situation they are in (for example, whether they suffer from mental illness, legal problems or substance abuse issues), Wesley Mission programs aim to provide stability and security so that they can address the issues in their lives. Some of the services provided by

Wesley Mission include:
• Addictions and Homelessness – Wesley serves homeless people by providing innovative, holistic services of quality care and support, which help them to achieve their full potential.

- Counselling – The impact of homelessness is far-reaching. Counselling helps to turn lives around with a compassionate approach that always respects the dignity of the individual – provides for social and emotional needs.
- Crisis Accommodation – housing needs
- Drop in centre – social needs
- Food and general assistance – physical needs
- The Street Outreach program is an early-intervention program aimed at youth. It offers a variety of services that youth might require, such as counselling – social, physical and emotional needs.

Centrelink can connect the homeless with local community agencies offering help with finding accommodation and overcoming barriers that may be affecting your life. Centrelink is able to provide services such as:

- Crisis Payments
- Rent assistance payments
- Rent deduction scheme
- Social workers.

Provides for financial needs, emotional needs and physical needs.

The Salvation Army mainly meets the needs of the homeless through a program called Oasis. Oasis helps to accommodate and feed homeless young people. Through Oasis, homeless individuals are able to get back on their feet by being provided with housing, education, training, counselling, and drug/rehab programs. Physical, educational, social, spiritual needs being met.

Question 25

Criteria	Marks
• Clearly explains the possible consequences of culture and gender differences in setting limits • Provides relevant examples	6
• Explains the possible consequences of culture and gender differences in setting limits • Provides some relevant examples	4–5
• Provides information on culture AND/OR gender differences AND/OR in setting of limits • Provides examples that may rely on personal experience	2–3
• Provides one point about culture OR gender differences OR setting limits	1

Answers could include:

- Cross-cultural marriages (marriages between people from different cultural backgrounds) can bring with them differences in values and beliefs between the two parents, which can result in them disagreeing on the limits they set for their children.

- Religious beliefs may influence who people can marry, attitudes towards sexual relations, gender roles, birth control methods, reading materials.

- The family's religion may affect parenting decisions.

- Cultural norms relating to child bearing and to parenting differ between cultures.

- Gender can influence the limits that parents set for their children. For example, a male child might be allowed to stay out later at night with his friends than his sister, who might be expected to be home earlier. This can be a source of conflict within the family, as the daughter might feel that she has the right to stay out as late as her brother.

- However, the parents might have set those limits out of concern for their daughter's safety, making the assumption that their son can better take care of himself.

Question 26

Criteria	Marks
• Clearly provides information on how the compounding of issues can impact on accessing resources for the aged • Makes a clear relationship between the issues and accessing resources for the aged • Provides relevant examples	8
• Provides information on how the compounding of issues can impact on accessing resources for the aged • Makes a relationship between the issues and accessing resources for the aged • Provides some relevant examples	6–7
• Provides some information on how the compounding of issues can impact on accessing resources for the aged • Attempts to identify a relationship between the issues and accessing resources for the aged • Provides examples	4–5
• Provides information about issues for the aged AND/OR accessing resources for the aged • Provides examples that may rely on personal experience	2–3
• Provides a point about issues OR resources OR the aged	1

Answers could include:

The aged may be affected by several issues at once, which can severely restrict their access to resources and make many aspects of their lives more difficult to manage:

• Aged access to resources may be restricted by decreased mobility and health or increased, for example aged pension being available to the aged.

• If the aged have a disability as well this may make accessing resources more difficult, compounding the issues. For example if an aged person loses their driver's license they may have to rely on others.

• If the aged are of low socioeconomic status they may not be able to afford a car, making access to resources more difficult. They may not be able to afford private health insurance and therefore be forced to wait on a public hospital waiting list.

• Living in a rural area disadvantages the aged as resources are not as readily available and they may need to travel long distances to resources or rely on technology which they may find difficult to use thus causing stress.

• People's attitudes towards the aged. It may be difficult for the aged to find employment because employers often want employees who can contribute to the organisation for a long period of time. This may impact on available income and meeting basic needs.

Question 27

Criteria	Marks
• Makes a clear relationship between the age of the parent(s) and the effect on the parent-child relationship • Provides relevant examples	4
• Attempts to provide a link between the age of the parent(s) and the effect on the parent-child relationship • Provides example(s)	2–3
• Provides one point about a parent's age or parent-child relationship	1

Answers could include:

The age of the parent can have positive and negative effects on the parent-child relationship.

• An ageing parent may no longer be able to care for themselves and may need to rely on their children to care for them, causing resentment and frustration in their relationship as the child comes to terms with lifestyle changes. Positively it could lead to a greater sense of security and appreciation for the sacrifices their child is making to care for them.

• Being a younger parent may mean that they are more energetic and involved in the child's activities leading to a more loving and close relationship. Younger parents may not have the financial security of an older parent needing to juggle their work and family roles impacting on the time spent with the child.

Question 28

Criteria	Marks
• Correctly identifies birth technologies • Provides detailed information on legal and social implications of birth technologies • Provides points for AND/OR against the legal and social implications of birth technologies • Provides relevant examples	8
• Correctly identifies birth technologies • Provides information on legal and social implications of birth technologies • Provides points for AND/OR against the legal and social implications of birth technologies • Provides some relevant examples	6–7
• Identifies birth technologies • Provides points for AND/OR against the legal and social implications of birth technologies • Provides examples	4–5
• Provides a point(s) on legal AND/OR social implications AND/OR birth technologies • Provides examples that may rely on personal experience	2–3
• Provides one point about birth technologies OR legal OR social issues	1

Answers could include:

Birth technologies could include IVF, GIFT, ART. There are many legal and social implications for people using birth technologies. Some of the legal issues relate to the laws governing their use. These include:

• Parentage Act 2004 – removes discrimination relating to sexuality and relationship status. Avoids discrimination relating to parentage

• Artificial Conception Act – legal recognition of parentage and family relationships, extends the meaning of parent to recognise the reality of families with same sex partners and remove discrimination in adoption

• Parents may not disclose to the child that they were conceived using a birth technology method such as GIFT

• It is illegal to buy and sell human tissue including sperm, eggs and embryo

Social issues also need to be considered, such as parents whose genetic material was not used may feel resentment towards the child and/or the other parent. The child may be unaware of genetic parent(s) which can cause resentment and hostility when they find out.

A donor may try to find and contact the child in the future which could also cause problems for all involved. Other issues which may arise include paternity/maternity issues, guardianship, custody and what to do with unwanted embryos.

Assisted Birth Technologies may cause stress and conflict for parents if repeated procedures are necessary.

Section II

Question 29 (a)

Criteria	Marks
• Provides characteristics and features of TWO pieces of legislation related to children • Provides relevant examples	4
• Provides some characteristics and features of legislation related to children • Provides some relevant examples	2–3
• Provides one point on legislation related to children	1

Answers could include:

***Child Support (Assessment) Act 1989* (Cth)** – This Act ensures children in separated or divorced families have adequate financial support.

AND

***Children and Young Persons (Care and Protection) Act 1998* (NSW)** – This law evolved from the *Children (Care and Protection) Act 1987* (NSW) which was developed to combat child abuse. This law is concerned with the safety and welfare of children and young people under 18 years old.

Question 29 (b)

Criteria	Marks
• Provides characteristics and features of the rights of young people as provided by the law • Provides relevant examples	6
• Provides information on the rights of young people as provided by the law • Provides some relevant examples	4–5
• Provides information on the rights of young people AND/OR the laws that affect young people	2–3
• Provides one point about the rights OR the law of young people	1

Sample answer:

The rights of young people ensure the safety and wellbeing of both the community and the young person. School attendance has recently had the age limit increased to 17 and all young people are legally required to attend until then. Other options include attending TAFE or having full time employment.

There are laws which control how old you must be before getting a driver's license. New laws were introduced in 2007 to ensure a minimum of 12 months on a learners permit and 120 hours of supervised driving. The speed limits and blood alcohol concentration levels are all part of the laws for young people.

Answers could include:

Other examples may include:
• Access to tobacco and alcohol
• Gambling regulations
• Right to vote
• Legal age for sexual relationships and marriages
• Gaining other entitlements

Question 29 (c)

Criteria	Marks
• Provides detailed features of superannuation provisions and the Aged Care Act • Provides a clear relationship between superannuation provisions and the Aged Care Act in acknowledging and supporting the aged to enhance wellbeing • Applies the skills of critical thinking and analysis • Communicates ideas and information using relevant examples • Presents a logical and cohesive response	13–15
• Provides features of superannuation provisions and the Aged Care Act • Provides a link between superannuation provisions and the Aged Care Act in acknowledging and supporting the aged to enhance wellbeing • Applies some skills of critical thinking and analysis • Communicates ideas and information using some relevant examples • Presents a logical and cohesive response	10–12
• Identifies components of superannuation provisions AND/OR the Aged Care Act • Provides some information on superannuation provisions AND/OR the Aged Care Act in acknowledging and supporting the aged • Communicates ideas and information using examples	7–9
• Provides limited information on superannuation provisions AND/OR the Aged Care Act AND/OR acknowledging and supporting the aged • Uses examples that may rely on personal experience • Communicates ideas in a basic form	4–6
• Provides information about superannuation provisions AND/OR the Aged Care Act AND/OR the aged	1–3

Answers could include:

Superannuation provisions – Superannuation is a form of long term saving for retirement. It is one of the most significant forms of wealth. As Australia's population ages, successive governments have introduced measures to maintain and enhance superannuation savings, largely through compulsory superannuation membership and contribution and preferential tax treatment.

It is compulsory for all employers to provide superannuation benefits to all employees on retirement. Currently 9% of salaries and wages are paid into a superannuation fund, that is gradually rising to 12% by 2020.

Employees are able to make voluntary contributions and receive tax benefits. Superannuation is available at retirement, and there are strict government rules regarding this.

Access depends on the employee's date of birth. The age for retirement and access to superannuation is gradually rising to 65 years old by 2025.

Employees may phase in retirement or select lump sum or gradual payments. Losses to the superannuation funds from the global financial crisis have been a cause for concern with many people currently at retirement age having to continue to work.

Aged Care Act 1997 (Cth) – governs all aspects of the provision of residential care, flexible care and Community Aged Care Packages to older Australians. The Act ensures that people:

- have good quality care services
- are treated with respect and courtesy
- have lifestyle and cultural beliefs respected
- receive information and consultation about care
- have the right to privacy and confidentiality
- have access to their own personal information
- are provided with a written plan of services which they will receive
- have personal support
- have their comments are valued
- are provided with care and services appropriate to their needs.

Impact:
It is recognised that the Australian population is aging and issues relating to care of the aged are of growing importance.

This Act ensures compliance with regulations is achieved and maintained which maintains the overall health and wellbeing of the aged. The elderly are in a greater state of vulnerability than many others in society and experience many life changes.

Under amendments to this Act approved providers of residential aged care must report allegations or suspicions of unlawful sexual contact, or unreasonable use of force, on a resident living in an Australian Government subsidised aged care home. For example, a residential care facility may lose its accreditation if it does not comply with the required standards of care.

Question 30 (a)

Criteria	Marks
• Sketches in general terms how technological developments have led to computer crime • Provides relevant examples	4
• Provides some information on how technological developments have led to computer crime • Provides some examples	2–3
• Provides one point about computer crime OR technological developments	1

Sample answer:

Computer crime is criminal activity using a computer and / or network as the source or tool to commit a crime such as fraud. Computer crimes have developed along with the development of technology into more complex crimes.

Some examples include theft from ATMs, piracy of films and music through downloading on computers and even cyberbullying through social networking sites such as Facebook.

Question 30 (b)

Criteria	Marks
• Provides clear relationship(s) between how/why the availability and acceptance of technology varies • Provides relevant examples	6
• Provides a link showing how/why the availability and acceptance of technology varies • Provides some relevant examples	4–5
• Provides some information of how the availability AND/OR acceptance of technology varies • Provides limited example(s)	2–3
• Provides one point on availability OR acceptance of technology	1

Sample answer:

The availability and acceptance of technology are based on a number of different factors and can result in both positive and negative effects on individuals.

Age can be an important factor as young people these days are growing up with a variety of forms of technology that were not available many years ago. This means they know how to use it and often work a lot of it out for themselves. On the other hand an elderly person may never have seen some of these forms of technology and find it difficult to change and adapt their lives to include it.

Economic factors can affect availability of technology as not all families can afford to keep updating computers, TVs, gaming consoles etc.

The geographical location of people may also be a factor that affects acceptance and availability as not all rural areas have as much access due to the cost of the services and facilities needed. This can often cause frustration for people who can't have high speed internet and may affect the education of some students who don't have all the resources that city students have.

Question 30 (c)

Criteria	Marks
• Provides detailed features of paid and unpaid work • Provides a clear relationship between the positive and negative effects of technology on paid and unpaid work to enhance wellbeing • Applies the skills of critical thinking and analysis • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer	13–15
• Provides features of paid and unpaid work • Provides a link between the positive and negative effects of technology on paid and unpaid work to enhance wellbeing • Applies the skills of critical thinking and analysis • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer	10–12
• Provides some information on paid AND/OR unpaid work • Provides some information about the positive AND/OR negative effects of technology on paid AND/OR unpaid work • Communicates ideas and information using examples	7–9
• Provides information on technology AND/OR paid AND/OR unpaid work • Uses examples that rely on personal experience • Communicates ideas in a basic form	4–6
• Provides some information about technology AND/OR paid AND/OR unpaid work	1–3

Sample answer:

Technology has had an impact on all areas of working life for most people. It has resulted in many positive and negative effects on both paid and unpaid work.

Answers could include:

Paid work

Positive	*Negative*
• Decreased labour costs	• Training required
• Efficient and fast production of goods	• Increased costs in setting up
• New products and processes	• Stress for employees
• Flexible work practices (telecommuting)	• Fewer opportunities for unskilled workers

Unpaid work

Positive	*Negative*
• Saves time and energy	• Expensive to purchase and maintain
• Convenient	• Need to develop skills to operate
• Improved communication (eg email)	• Continual changes and updates needed

Question 31 (a)

Criteria	Marks
• Sketches in general terms the significant influences on how individuals perceive work • Provides relevant examples	4
• Provide some information on the significant influence(s) on how individuals perceive work • Provides some examples	2–3
• Provides one point about significant influences OR how work is perceived	1

Answers could include:

Society now perceives work as a means of satisfying financial, intellectual, physical, social, emotional and cultural needs. Society now perceives that work should not be life but there needs to be a balance between work and life.

Some significant influences on how individuals perceive work include:
• World wars where women were expected to participate in the workforce due to the absence of men; this has led to more equality in the workforce
• Unions, WHS have had an influence on work conditions
• The establishment of awards, enterprise agreements, flexible work patterns which has led to improved rights for employees and created a better work environment by allowing employees to negotiate their conditions to create a balance in lifestyle.

Question 31 (b)

Criteria	Marks
• Provides detailed characteristics and features of historical and contemporary views of work • Provides relevant examples	6
• Provides information on historical and contemporary views of work • Provides some relevant examples	4–5
• Provides limited information on historical AND/OR contemporary views of work • Provides limited examples	2–3
• Provides one point on historical OR contemporary views of work	1

Answers could include:

Historical
• Work was conducted from the worker's home or land
• Included a lot of physical labour
• Industrial Revolution: Work was now separate to the home and production shifted from farms and cottages to factories

Contemporary
• The broadening range of employment opportunities has seen the need for specialist or skilled workers to undertake jobs
• Advancements in technology, along with globalisation, have contributed to major changes in the nature of work and in work patterns. Examples of these changes include increases in telecommuting and shift work
• Both economic factors and government legislation have been significant in encouraging women to enter or remain in the workplace resulting in an increase in job sharing and part time work

Question 31 (c)

Criteria	Marks
• Clearly identifies the components of workers compensation and WorkCover • Provides a clear relationship and shows the implications of workers compensation and WorkCover on efficient work practices to enhance wellbeing • Applies the skills of critical thinking and analysis • Communicates ideas and information using relevant examples • Presents a logical and cohesive response using relevant terminology	13–15
• Identifies some components of workers compensation and WorkCover • Provides a link and shows the implications of workers compensation and WorkCover on efficient work practices to enhance wellbeing • Communicates ideas and information using some relevant examples • Presents a logical and cohesive answer	10–12
• Identifies some components of workers compensation AND/OR WorkCover • Provides some information about the implications of workers compensation AND/OR WorkCover on efficient work practices • Communicates ideas and information using examples	7–9
• Provides some information about workers compensation AND/OR WorkCover AND/OR efficient work practices • Uses examples that may rely on personal experience • Communicates ideas in a basic form	4–6
• Provides some information about workers compensation AND/OR WorkCover AND/OR efficient work practices	1–3

Answers could include:

Workers Compensation provides protection to workers and their employers in the event of a workplace-related injury or disease. This is covered by the *Workers Compensation Act 1987* (NSW). Through workers compensation, injured workers can receive weekly payments to cover loss of earning capacity, payment of medical expenses and rehabilitation and modifications to the home or vehicle.

Workers compensation encourages efficient work practices by:
• Endeavouring to return injured workers to the workplace as quickly and safely as possible
• More productive employees as they know there are systems in place that will assist them if they are injured.

Examples	Effect on Employee Wellbeing	Effect on Employer Wellbeing
• Compulsory Workers Compensation • Rehabilitation and return to work	• Economic: income protection during recovery from workplace injury • Emotional: knowing they are looked after financially in the case of a workplace injury and that any disputes will be resolved quickly and without undue expense. • SocioEmotional: assists in developing a management plan with the insurer and the employee to get them back to work as soon as possible	• Economic: ensures no out of pocket expenses for rehabilitation of workers • SocieEmotional: assists in developing a management plan with the insurer and the employee to get them back to work as soon as possible

WorkCover

WorkCover New South Wales administers and ensures that workplaces comply with work health and safety (WHS), injury management and workers compensation legislation, and manages the workers compensation system.

The three main systems that the WorkCover Authority of NSW manages for the State are:
• Workplace safety
• Injury management and
• Workers compensation systems.

WorkCover encourages efficient work practices by:
• Ensuring that employers comply with work health and safety (WHS), injury management and workers compensation legislation, and manages the workers compensation system

Examples	Effect on Employee Wellbeing	Effect on Employer Wellbeing
• Improved staff morale • Avoidance of costly tribunals • Less stress related illness	• Physical: WorkCover aims to reduce work-related deaths, injury, illness and disease • Emotional: offer support to injured workers to remain at work or return to work quickly after appropriate rehabilitation • Financial: Prosecute individuals/companies that fail to meet their workplace responsibilities • Assist in the mediation and resolution of disputes	• Coordinates arrangements for administration of workers comp and WHS legislation • Emotional: assists in mediation and resolution of disputes and in improving health and safety at work • Physical: operates a licensing and certification system for hazardous operations

Community and Family Studies
2013 HSC Examination Mapping Grid

Section I
Part A

Question	Marks	Content	Syllabus outcomes
1	1	Research Methodologies	4.1
2	1	Parenting and Caring	2.1
3	1	Groups in Context	2.2
4	1	Parenting and Caring	3.2
5	1	Research Methodologies	4.1
6	1	Groups in Context	5.1
7	1	Research Methodologies	4.1
8	1	Research Methodologies	4.1
9	1	Parenting and Caring	2.1
10	1	Groups in Context	3.1
11	1	Parenting and Caring	5.2
12	1	Parenting and Caring	2.1
13	1	Groups in Context	4.2
14	1	Research Methodologies	4.1
15	1	Groups in Context	2.2
16	1	Groups in Context	2.2
17	1	Research Methodologies	4.1
18	1	Groups in Context	5.1
19	1	Research Methodologies	4.1
20	1	Research Methodologies	4.1

Section I
Part B

Question	Marks	Content	Syllabus outcomes
21 (a)	3	Ethics in Research	4.1
21 (b)	3	Ethics in Research	4.1
22	8	Groups in Context – Power within groups	2.2
23 (a)	4	Research Methodologies	4.1
23 (b)	3	Research Methodologies	4.1
24	8	Groups in context – Societal Structures and needs	3.3
25	6	Parenting and Caring – Rights and responsibilities in parenting and caring	2.1
26	8	Groups in Context – Factors affecting access to resources	1.1
27	4	Parenting and Caring – Factors influencing parenting and caring relationships	2.1
28	8	Parenting and Caring – Becoming parents and carers	3–4 and 2–3

Section II

Question	Marks	Content	Syllabus outcomes
29 (a)	4	Protecting children	3–4
29 (b)	6	Assisting young people to become young adults	2–3
29 (c)	15	Acknowledging and supporting the Aged	3.3
30 (a)	4	Issues related to Technological Development	3–4
30 (b)	6	Technology – Well Being	4.2
30 (c)	15	Impact of Technology on Lifestyle	3–4
31 (a)	4	Nature of Work	2.2
31 (b)	6	Nature of Work	3–4
31 (c)	15	Recognising Individuals in the Workplace	3.3