

## 2014 HSC Community and Family Studies Marking Guidelines

### Section I, Part A

#### Multiple-choice Answer Key

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

## Section I, Part B

### Question 21

Criteria	Marks
<ul style="list-style-type: none"> <li>• Sketches in general terms how socioeconomic status affects the wellbeing of youth</li> <li>• Provides relevant examples</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides some information about how socioeconomic status affects the wellbeing of youth</li> <li>• Provides some relevant examples</li> </ul>	3
<ul style="list-style-type: none"> <li>• Provides some information about socioeconomic status and/or the wellbeing of youth</li> <li>• Provides an example that relies on personal experience</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides one point about socioeconomic status or youth</li> </ul>	1

**Sample answer:**

Youth is a time of life when many people are studying or training and planning for their future.

Socioeconomic status may affect access to resources for youth, which impacts on their wellbeing.

Youth with high socioeconomic status may have access to a greater variety of recreational and educational facilities that may lead to greater wellbeing.

Health and fitness centres and programs can provide activities and facilities to improve the physical and social wellbeing of youth. For example gyms, sports centres and PCYC.

**Question 22**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides a comprehensive outline of the characteristics of families in crisis and the homeless</li> <li>• Clearly shows how families in crisis and the homeless are unique entities</li> <li>• Provides relevant examples</li> </ul>	8
<ul style="list-style-type: none"> <li>• Provides a thorough outline of the characteristics of families in crisis and the homeless</li> <li>• Shows how families in crisis and the homeless are unique entities</li> <li>• Provides some relevant examples</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Provides a sound outline of some characteristics of families in crisis and the homeless</li> <li>• Makes reference to families in crisis and the homeless as unique entities</li> <li>• Provides examples</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Provides a basic outline of families in crisis and/or the homeless</li> <li>• Provides examples that rely on personal experience</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some relevant information on families in crisis and/or the homeless</li> </ul>	1

**Answers could include:**

Homeless people are defined by law as having inadequate access to safe and secure housing. Some of the identifying characteristics of the homeless include:

- Living without secure and safe housing eg living in cars, caravans or park thereby vulnerable to abuse and/or violence.
- Having no connections to family and community and therefore socially isolated leading to further problems.
- More likely to experience chronic physical health issues.
- Children experiencing homelessness tend to suffer from physical, mental and health problems including lack of education.
- Unemployed and often uneducated.
- More likely to engage in risky behaviour such as drinking, drugs etc.

Families in crisis are affected by a change which impacts the wellbeing of the family in a negative way. This could include a trauma, death, retrenchment, change in family structure, natural disaster, mental health issues or dependencies.

Some of the identifying characteristics of a family in crisis include:

- lack of resources/ financially unstable caused by the crisis.
- People in need of immediate assistance
- Regular way of life is disrupted or altered for a period of time

Effects on:

- social and emotional wellbeing
- employment issues
- reliance on government and welfare agencies
- inability to care for family and provide adequate resources to ensure safety and security.
- financial hardship – enhanced need for financial support

**Question 23 (a)**

Criteria	Marks
• Provides information on why it is important to ensure the integrity of data when conducting all forms of research	2
• Provides one point about integrity of data OR conducting research	1

**Sample answer:**

Integrity in research is important. Researchers must be honest and report truthfully to ensure they earn the respect of the respondents. Integrity allows the research to be credible and valid. If integrity is maintained, then the research data will be true and accurate. If the researcher is not honest, then the research data will be incorrect.

**Question 23 (b)**

Criteria	Marks
• Presents appropriate strategies which can be used to maintain the integrity of data when conducting primary research	4
• Provides some information on strategies which can be used to maintain the integrity of data when conducting primary research	3
• Provides one strategy to maintain integrity when conducting primary research	2
• Provides one point on integrity of data or primary research	1

**Sample answer:**

Strategies to maintain integrity of data include:

- Being honest and reporting data/opinions with no bias
- Collecting thorough and credible information and verifying the content through the source
- Ensuring research is their own work and is not plagiarised
- Acknowledging sources through a bibliography.
- Selecting a large sample size, preferably random
- Maintaining privacy at all times- not selecting known individuals

**Question 24**

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly and accurately provides relevant characteristics and features of a written report</li> <li>Provides relevant examples</li> </ul>	7
<ul style="list-style-type: none"> <li>Accurately provides characteristics and features of a written report</li> <li>Provides some relevant examples</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides information on some characteristics and features of a written report</li> <li>Provides some examples</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Provides some information on a written report</li> <li>Provides example(s) relying on personal experience</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides one point on a written report or research report</li> </ul>	1

**Answers could include:**

Features of a written report include:

- Title
- Contents
- Abstract providing a brief summary of the research
- Acknowledgements
- Body of the Report:
  - Introduction
  - Literature review
  - Methodology used
  - Results
  - Analysis and discussion
  - Bibliography
  - Appendices
- When presenting a research project consider:
  - Numbering sections
  - Page numbers
  - Using headings
  - Layout
- Report should be free of bias and based on reliable and valid reasoning

**Question 25**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides reasons for interviews and questionnaires being appropriate methods for researching the hypothesis</li> <li>• Uses hypothesis to justify meaning</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides some information on interviews and questionnaires being appropriate methods for researching the hypothesis</li> <li>• Attempts to use hypothesis to justify meaning</li> </ul>	3
<ul style="list-style-type: none"> <li>• Provides base information on interviews and/or questionnaires</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides one point about interviews or questionnaires or a hypothesis</li> </ul>	1

***Sample answer:***

Interviews allow the researcher to gain first-hand information. They involve personal contact with the respondent and this would be of benefit for the aged as they can clearly express their opinions on technology and their skills.

Interviews can also be completed with more than one respondent at a time, and allow for the interviewer to vary the questions as they proceed through the interview.

Questionnaires involve gathering information from people using a planned set of questions. They may be oral which would be beneficial to the elderly, as they do not have to record their own responses. They can also be administered to large groups of the aged and can provide quick accurate responses.

**Question 26**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Provides accurate information on indulgent and democratic parenting styles</li> <li>Provides a clear and valid judgement on the impact indulgent and democratic parenting styles have on the parent–child relationship</li> <li>Provides relevant example(s)</li> </ul>	8
<ul style="list-style-type: none"> <li>Provides some accurate information on indulgent and democratic parenting styles</li> <li>Provides a judgement on the impact indulgent and democratic parenting styles have on the parent–child relationship</li> <li>Provides some relevant example(s)</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Provides some information on indulgent and/or democratic parenting styles</li> <li>Attempts to make a judgement on the impact indulgent and democratic parenting styles have on the parent–child relationship</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides basic information on parenting styles and/or parent–child relationships</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Provides one point about parenting styles OR parent–child relationships</li> </ul>	1

***Answers could include:*****Indulgent**

- Indulgent parenting involves parents showing little control over their children. Limited demands are placed on children eg do not have household responsibilities.
- Parents may fail to show any love and concern or control children’s behaviour.
- Children of indulgent parents demonstrate a lack of respect for their parents and an opposition to boundaries and rules. They may have problems developing relationships with family members and other people.

**Democratic**

- Democratic parenting allows for all family members to have equal rights and participate in decision-making. The parents encourage children to take responsibility for their decisions and openly discuss issues with their children.
- Children of democratic parents build respect for relationships as they feel valued. Children and parents have increased trust due to shared values and opinions.

**Question 27 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Provides detailed points on how limited finances can affect the preparations for becoming a parent/carer</li> <li>Provides relevant examples</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides points on how limited finances can affect the preparation for becoming a parent/carer</li> <li>Provides some relevant examples</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides basic information on limited finances affecting preparations to becoming a parent/carer</li> <li>Provides an example(s)</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides points about finances or preparations for becoming a parent or carer</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides one point about finances or preparations for becoming a parent or carer</li> </ul>	1

***Sample answer:***

Becoming a parent is a very demanding job and involves many preparations, some of which can be affected by finances.

Limited finances affect the amount of unpaid leave parents may take prior to and directly after the birth of the baby.

The family has to provide essential equipment and clothing. This can be borrowed, rented, purchased second-hand or new depending on finances available.

Limited finances may encourage the family to set and stick to a strict budget.

They may also need to seek support from government and welfare agencies eg Centrelink.

Limited finances could cause stress on the relationship leading to the mother suffering from post natal depression.

Cause the mother to return to work earlier than expected causing anxiety if having to leave a baby in the care of others



**Question 27 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Provides detailed information on the positive implications of being a male in a social parenting role for the male and for his children</li> <li>Provides relevant example(s)</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides information on the positive implications of being a male in a social parenting role for the male and for his children</li> <li>Provides relevant example(s)</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides some information about social parenting and/or male social parenting and/or positive implications for the parent and/or children</li> <li>Provides example(s)</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides information about social parenting and/or male parenting</li> <li>Provides example(s) that may rely on personal experience</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides one point about social parenting or male parenting</li> </ul>	1

***Sample answer:***

A social parent is one who has parenting responsibilities towards a child who they do not share a genetic relationship with, for example, adoption, fostering or step-parenting.

Positive implications of being a male social parent for the parent and his children include:

- It is now more accepted in society today
- Males can become strong role models for children in their care (particularly for foster children)
- Increasing number of parenting groups which support males
- A male step-parent may adopt a step-child strengthening the bond between them.

**Question 28**

Criteria	Marks
<ul style="list-style-type: none"> <li>Recognises and correctly names a relevant group in context</li> <li>Provides detailed information and judgement about management strategies that address equity issues of the chosen group</li> <li>Provides a clear link between management strategies and equity issues</li> <li>Provides relevant examples</li> </ul>	8
<ul style="list-style-type: none"> <li>Recognises and correctly names a relevant group in context</li> <li>Provides information and attempts to make a judgement about management strategies that address equity issues of the chosen group</li> <li>Provides a link between management strategies and equity issues</li> <li>Provides some relevant examples</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Recognises and correctly names a relevant group in context</li> <li>Identifies management strategy(s) and equity issue(s) of the chosen group</li> <li>Attempts to provide a link between management strategy(s) and equity issue(s)</li> <li>Provides example(s)</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some information about a group and/or management strategy(s) and/or equity issue(s)</li> <li>Provides an example that may rely on personal experience</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Provides one point about a group OR management strategy OR equity issue</li> </ul>	1

**Answers could include:****Gay and Lesbian Group**

- Attending and supporting Sydney Gay and Lesbian Mardi Gras helps gay and lesbian people develop a sense of identity and strengthen community bonds.
- Advocating for rights for same-sex marriage and adoption of children allowing for community acceptance and integration. This also provides equal opportunities for couples to access resources such as welfare benefits and mortgages.
- Ensures EEO practices in the workplace eg promotions or extra roles not decided on based on sexual orientation. This allows for the best person for the job to be employed.
- Access support agencies such as counselling services available to all people in the gay and lesbian community regardless of cultural background. Some cultures do not accept same sex relationships and this will have a negative effect on the wellbeing of individuals.

**Aged**

- Accessing the aged pension to address the financial inequity of the aged. The pension may not be sufficient financial to support and meet all basic needs.
- Local groups or councils providing transport services to allow greater access to resources and services.

**Disabled**

- The provision of disabled parking spots allows easier access to shopping centres. This limits the distance to the venue. These spots are wider so can allow greater access for wheel chairs. These spots can be limited in number and can also be illegally used by the general public making this provision sometimes insufficient.

## Section II

### Question 29 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly links legislation to the role of agencies in protecting the welfare of children</li> <li>Provides relevant examples</li> </ul>	4
<ul style="list-style-type: none"> <li>Attempts to link legislation to the role of agencies in protecting the welfare of children</li> <li>Provides some relevant examples</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides some information on the role of agencies in protecting the welfare of children</li> <li>Provides an example</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides one point on an agency OR legislation that protects the welfare of children</li> </ul>	1

#### *Sample answer:*

The agencies which implement legislation for protecting the welfare of children include:

- Department of Family and Community Services (FACS) – who implement the *Children and Young Persons (Care and Protection) Act 1998* (NSW). Children who are at risk of welfare issues are referred to DOCS who then investigate the matter and then take action where appropriate.
- The Public Trustee who administers the *Succession Amendment (Family Provision) ACT 2008* (NSW). In the case where there is a death in the family the Public Trustee will look at beneficiaries of wills and estates.
- Attorney-General's Department which administers family law. Legislation such as the *Family Law Reform Act (1995)* ensures the best interests of the child are maintained in divorce.
- Child Support (Assessment) Act 1989*. Implemented through the child support agency. The law provides for the physical and economic wellbeing of children. The act determines the financial support payable by separated or divorced parents for their children.

**Question 29 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly links how the aged are able to contribute to the community</li> <li>• Provides relevant examples</li> </ul>	6
<ul style="list-style-type: none"> <li>• Provides a link to how the aged are able to contribute to the community</li> <li>• Provides some relevant examples</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Provides information on the aged and/or how they contribute to the community</li> <li>• Provides limited examples</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides one point on the aged OR how they contribute to the community</li> </ul>	1

***Sample answer:***

Aged people can contribute as volunteers at libraries and schools as they have a lot of knowledge, wisdom and experience. Some aged people help their families by providing informal childcare to ensure their own children can still pursue their career.

Some aged people are employed in full or part-time work. Aged people may act as mentors or role models for younger people for example in hospitals, the workplace or in schools. Aged people may become involved in the community by speaking to the youth about their experiences when they were younger for example their involvement in past wars.

**Question 29 (c)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides detailed features of community support available for adults and families</li> <li>• Provides a clear analysis of the relationship between the community support available for adults and families and a family's ability to function to improve wellbeing</li> <li>• Communicates ideas and information using relevant examples</li> <li>• Presents a logical and cohesive answer</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Provides features of community support available for adults and families</li> <li>• Provides an analysis of the community support available for adults and families and a family's ability to function to improve wellbeing</li> <li>• Communicates ideas and information using relevant examples</li> <li>• Presents a logical and cohesive answer</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides some information on community support available for adults and families</li> <li>• Attempts to provide a relationship between the community support available for adults and families and a family's ability to function</li> <li>• Communicates ideas and information using examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Provides information on community support available for adults and families and/or how community support may affect a family's ability to function</li> <li>• Uses examples that rely on personal experience</li> <li>• Communicates ideas in a basic form</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some information on community support and/or a family's ability to function</li> </ul>	1–3

***Answers could include:***

A family's ability to function may be affected by the community support available.

The availability of counselling services can allow a family the opportunity to address issues such as family violence, or abuse. These services may be affected by the cost and location of the agency. For example if a family is in a remote location community groups or private therapists may not be available thus affecting family relationships and their ability to function.

Health services provide support to families through early childhood health centres which provide services to parents and babies to ensure social and physical needs are being met thus enhancing wellbeing.

Playgroups offer physical, social and emotional support to both parents and children as they develop. This helps build relationships and enhances a family's ability to function.

Women's refuges provide accommodation for women and often their children in times of crisis. Counselling and support are available to women, which will assist them to make decisions about their future.

Support groups in the community provide services such as respite care which is available for families who care for individuals who have physical or mental disabilities and need care. This offers families an opportunity to have some time to have leisure opportunities by themselves or socialise with friends while the dependant is cared for. This will enhance the wellbeing of all family members.

**Question 30 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Sketches in general terms how electronic media have been affected by the developments in technology</li> <li>• Provides relevant examples</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides some information on how electronic media have been affected by developments in technology</li> <li>• Provides some relevant examples</li> </ul>	3
<ul style="list-style-type: none"> <li>• Provides basic information on electronic media and/or developments in technology</li> <li>• Provides an example</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides one point about electronic media</li> </ul>	1

***Sample answer:***

Electronic media involves television, online and mobile content, cinema and digital radio and are part of our social, economic and cultural life.

Electronic media have been affected by developments in technology as they are more readily available and have improved in terms of speed and efficiency.

Electronic media now provide easier access to information, online learning and education at a more affordable cost. Delivery of multimedia content such as text, sound and video and direct contact with people overseas/interstate has increased work efficiency and production.

***Answers could include:***

Electronic media examples can also include facebook, twitter, snap chat, youtube.

Recent developments in technology include: national broadband network (NBN), optical fibre, applications, WIFI, improved features, competition with existing technology and emergence of a global community.

The effect on developments on electronic media include: increased speed, efficiency, functionality, more affordable, access more information.

**Question 30 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides characteristics and features of one specific technology</li> <li>• Clearly links a specific technology to its effect on community life</li> <li>• Provides relevant examples</li> </ul>	6
<ul style="list-style-type: none"> <li>• Provides information on one specific technology</li> <li>• Provides link(s) between a specific technology and its effect on community life</li> <li>• Provides some relevant examples</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Provides some information on one specific technology and/or how technology has affected community life</li> <li>• Provides limited examples</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides one point on technology</li> </ul>	1

**Sample answer:**

Motor vehicles (cars) have affected community life, as it is now easier for people to travel around a country. People can now visit anyone anywhere as it does not require a lot of planning. Products that were only sold in one region can now be sold throughout the country, for example bananas from Far North Queensland. There are disadvantages with this technology such as road accidents causing serious injury or death as people drive too quickly or under the influence of alcohol. Some households have two cars in the family, which means there is more traffic on the roads causing delays, and fuel consumption has increased causing issues with the environment.

Technologies can be specific eg mobile phones, computer, internet, IVF, security systems or can be grouped such as building technologies, food medicine, leisure etc.

Effect can be positive and/or negative.



**Question 30 (c)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides a detailed analysis of how technology has affected efficiency in work and in training and education</li> <li>• Provides a clear relationship between the positive and negative effects of technology and their effect on efficiency in work and in training and education and its impact on wellbeing</li> <li>• Communicates ideas and information using relevant examples</li> <li>• Presents a logical and cohesive answer</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Provides an analysis of how technology has affected efficiency in work and in training and education</li> <li>• Provides a link between the positive and negative effects of technology and their effect on efficiency in work and in training and education and its impact on wellbeing</li> <li>• Communicates ideas and information using some relevant examples</li> <li>• Presents a cohesive answer</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides some information on how technology has affected efficiency in work and in training and education</li> <li>• Attempts to provide a link between positive and/or negative effects of technology and their effect on efficiency in work and in training and education</li> <li>• Communicates ideas and information using examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Provides information on technology and/or efficiency and/or training and education</li> <li>• Uses examples that rely on personal experience</li> <li>• Communicates ideas in a basic form</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some information on technology and/or work</li> </ul>	1–3

***Answers could include:***

Technology allows individuals to build upon their knowledge, tools and systems to improve life and make tasks easier.

- Technology has affected efficiency in work in a number of ways. An efficient workplace is usually reliant on technology.
- It may be used to organise the workplace eg telephone systems, ordering and timing, analysing reports.
- Allows for employees to work from home and reduce travel times.
- Contact with overseas employees more efficient through Skype / Facetime / emails.

However, the increased technology may also isolate employees who have less face-to-face contact with other workers. Using computers to access personal and work email may also lower efficiency. Much time can be wasted downloading information, removing spam and typing responses if the employee is not efficient at typing.

Technology has redefined work in training and education.

- Training needs to be provided for all new technology when it is installed or introduced in the workplace
- Training can be online (in or out of the workplace)
- Formal training at TAFE/Universities can be promoted to increase skills
- Employees need to ensure they take up these opportunities to maintain their skills and competence in the workplace
- Can lead to a positive working environment
- Can lead to stress if new technology is not accompanied by training
- Jobs can be lost due to increased technology

**Question 31 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides accurate information on negotiating and sharing roles within families</li> <li>• Clearly links the effect of the current trend with negotiating and sharing roles within families</li> <li>• Provides relevant examples</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides sound information on negotiating and/or sharing roles within families</li> <li>• Attempts to link the effect of the current trend with negotiating and/or sharing roles within families</li> <li>• Provides some relevant examples</li> </ul>	3
<ul style="list-style-type: none"> <li>• Provides some information on negotiating and/or sharing roles within families</li> <li>• Provides an example</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides one point about negotiating OR sharing roles within families OR the trend to remain at home</li> </ul>	1

**Sample answer:**

Although traditional roles of the mother and father are still performed by the majority of families in Australia, this is changing as young people are often not leaving home until their mid-late 20s. This may be due to cost of living pressure, higher rates of young people completing further education or family pressure to stay in the family home.

Today the duties of cooking, cleaning, outside maintenance and caring for younger children are often shared between partners and young adults remaining at home. Many young people also contribute to the household budget, through payments such as board, which may affect how the parents of these young people will choose to work. Negotiation refers to give and take between parents and the young adult. Young adults may want to support the household as they develop maturity and understanding of the family unit. Conflict may arise if the young adult does not want to contribute to the household.

When young people take on the role of caring for younger siblings, this decreases childcare costs and contributes to an improvement in household finances.

**Question 31 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides detailed information on how needs are met by paid and unpaid work</li> <li>Provides the similarities and differences of how needs are met by paid and unpaid work for a youth who attends university</li> <li>Provides relevant examples</li> </ul>	6
<ul style="list-style-type: none"> <li>Provides information on how needs are met by paid and unpaid work</li> <li>Provides some similarities and differences of how needs are met by paid and unpaid work for a youth who attends university</li> <li>Provides some relevant examples</li> </ul>	4-5
<ul style="list-style-type: none"> <li>Provides information on needs met by paid and/or unpaid work for a youth</li> <li>Provides an example(s)</li> </ul>	2-3
<ul style="list-style-type: none"> <li>Provides one point about paid or unpaid work or needs</li> </ul>	1

**Sample answer:**

The needs met through work are: self-esteem; social; career; financial; education; cultural; lifestyle; status and social conscience.

Paid work helps a young person meet their financial needs as they are able to use this resource to pay for university accommodation, food, clothing and to go out with their friends however, unpaid work does not meet this need.

Career needs can be met through both paid and unpaid work. Paid casual or part-time work in the field for which a young person is studying can lead to a full time job. Similarly, unpaid work in the form of an internship can lead to a career in a given field.

Unpaid work helps a youth with their self esteem and social conscience needs as they may be volunteering at a job for a passion such as an animal shelter or an aged care facility. This may make the young person feel like they are giving back to the community and feel good about themselves as they are doing things for others.

**Question 31 (c)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides detailed features of patterns of work</li> <li>• Provides a clear analysis of the relationship between patterns of work for a family experiencing structural changes and their suitability to contribute to wellbeing</li> <li>• Communicates ideas and information using relevant examples</li> <li>• Presents a logical and cohesive answer</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Provides features of patterns of work</li> <li>• Provides an analysis of the relationships between patterns of work for a family experiencing structural change and their suitability to contribute to wellbeing</li> <li>• Communicates ideas and information using some relevant examples</li> <li>• Presents a cohesive answer</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides some information on patterns of work</li> <li>• Provides a link(s) between suitable patterns of work and structural changes a family may experience</li> <li>• Communicates ideas and information using examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Provides basic information on pattern(s) of work and/or structural changes a family may experience</li> <li>• Attempts to provide a link(s) between suitable patterns of work and structural changes a family may experience</li> <li>• Uses examples that rely on personal experience</li> <li>• Communicates ideas in a basic form</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides point(s) about a pattern of work and/or structural change a family may experience</li> </ul>	1–3

**Answers could include:**

Structural changes to families may include:

- Losing or gaining a family member such as death, birth, marriage, divorce or separation
- Changes to a family's socioeconomic status eg redundancy
- The birth of a child or when children start school.

Work patterns for individuals include:

- full time
- part time
- casual
- contract
- shift work
- voluntary
- self-employment
- job sharing
- telecommuting
- seasonal
- working from home.

**Structural change – birth of a child**

- The parent may decide to work from home as it allows for better home functions and broadens the choice of when to work.
- The parent may decide to job share in order to provide household income, reduce childcare costs and allow parent and child to bond.
- The parent may decide to partake in shift work, which allows income to be provided from both parents and minimises childcare costs, as there is one parent at home to care for the child/ren.
- The parent may engage in part-time work to provide an income and allows the parent to have set working hours, and set childcare hours. It also allows entry into the workforce after maternity leave.

# Community and Family Studies

## 2014 HSC Examination Mapping Grid

### Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Parenting and Caring	3.4
2	1	Groups	2.2
3	1	Groups	3.3
4	1	Groups	1.1
5	1	Parenting	2.1
6	1	Research	4.2
7	1	Parenting and Caring	2.3
8	1	Groups	1.1, 2.1
9	1	Parenting	2.3, 3.1
10	1	Parenting	2.1
11	1	Groups	2.3
12	1	Parenting	2.1
13	1	Research Methodology	4.1
14	1	Parenting and Caring	2.1
15	1	Research methodology	4.1
16	1	Groups in Context	3.1
17	1	Research Methodology	4.2
18	1	Research Methodology	4.2
19	1	Research Methodology	4.2
20	1	Research Methodology	4.2

### Section I Part B

Question	Marks	Content	Syllabus outcomes
21	4	Groups in Context	3.1
22	8	Groups in Context	3.1
23 (a)	2	Research Methodology	4.1
23 (b)	4	Research Methodology	4.1
24	7	Research Methodology	4.1, 4.2
25	4	Research Methodology	4.1
26	8	Parenting and Caring	2.1, 2.2
27 (a)	5	Parenting and Caring	1.1
27 (b)	5	Parenting and Caring	2.1, 3.4
28	8	Groups in Context	1.1, 5.1

**Section II**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
29 (a)	4	Family and Societal Interactions	3.3, 3.4
29 (b)	6	Family and Societal Interactions	6.1, 3.3
29 (c)	15	Family and Societal Interactions	3.2, 3.3
30 (a)	4	Social Impact of Technology	3.4
30 (b)	6	Social Impact of Technology	2.3, 3.4
30 (c)	15	Social Impact of Technology	3.4, 4.2
31 (a)	4	Individuals and Work	2.2, 3.4, 5.2
31 (b)	6	Individuals and Work	2.2
31 (c)	15	Individuals and Work	2.2, 3.4, 5.2