

2015 HSC Community and Family Studies Marking Guidelines

Section I, Part A

Multiple-choice Answer Key

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

Section I, Part B**Question 21 (a)**

Criteria	Marks
• Provides a detailed explanation of how sampling contributes to reliable and valid research	4
• Provides an explanation of how sampling contributes to reliable and valid research	3
• Provides a basic explanation of how sampling contributes to reliable and/or valid research	2
• Provides one relevant point about research	1

Sample answer:

- Reliability refers to the ability to perform the same experiment and obtain the same results. Correct sampling procedures ensure the research method could be used again under the same conditions to achieve similar or the same results.
- Validity refers to the accuracy of results. It is often difficult to choose a large group of people due to constraints such as time and money. Sampling uses a cross-section of the population so the results can be extended to the entire group. When correct sampling methods are used the accuracy and quality of the results are increased which improves the overall validity.

Question 21 (b)

Criteria	Marks
• Provides detailed strategies to ensure that individuals involved in a research study are shown respect and privacy	6
• Provides strategies to ensure that individuals involved in a research study are shown respect and privacy	4–5
• Provides some information to ensure that individuals involved in a research study are shown respect and/or privacy	2–3
• Provides some relevant information about respect or privacy	1

Sample answer:

Strategies to ensure privacy could include asking permission prior to carrying out primary research and before using equipment to record responses for eg smart phone, video camera.

Strategies to ensure individuals are respected during their research study could include carefully wording questions so they are not personal or offensive. Ensure participation by individuals is voluntary and they have a clear understanding of the purpose of the research.

Answers could include:

- Using codes and letters to enable research responses
- Ensuring data collected is not revealed to others
- Storing all data carefully during the research process and shredding data prior to disposal
- If children are involved in the study permission is required from their guardian or parent
- Informed consent either written or verbal should be received from all individuals involved in the research study.

Question 22

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed investigation on how access to childcare services affects the wellbeing of first-time parents Provides a clear link between the impact on wellbeing of first-time parents and accessing childcare services 	6
<ul style="list-style-type: none"> Provides an investigation on how access to childcare services affects the wellbeing of first-time parents Attempts to provide a link between the impact on wellbeing of first-time parents and accessing childcare services 	4–5
<ul style="list-style-type: none"> Provides information on how access to childcare services affects the wellbeing of parents 	2–3
<ul style="list-style-type: none"> Provides some information about parents and/or childcare services 	1

Sample answer:

Access to childcare services can affect the wellbeing of first time parents in a number of ways. First time parents have never done this before so may be feeling unsure of themselves and the best way to go about balancing their lives. Wellbeing refers to the degree of life satisfaction a person feels when needs are met. Accessing childcare can allow the first time parents to be able to return to work with peace of mind as they know the child will be cared for by a qualified carer at a childcare centre or family day care, for example. At the same time, they may feel satisfied that they are able to provide an income for the family, make social connections at the workplace or outside of work and they may even have time to complete some of the responsibilities of the household whilst the child is in care. These economic, social and physical factors contribute to a feeling of life satisfaction and therefore wellbeing.

On the other hand, the first time parent may feel guilty about having to use childcare and not being there for the baby or infant. Childcare can be expensive and so the parent may feel frustrated that the income being earned is being taken away by the cost of the childcare. These emotional, spiritual and economic factors affecting wellbeing may take away from a sense of life satisfaction and therefore wellbeing.

Answers could include:

- Give parents the opportunity to engage in study
- Separation issues could impact on the wellbeing of the parent
- Childcare services can include formal babysitting services, preschool's, long and short day childcare centres.

Question 23

Criteria	Marks
<ul style="list-style-type: none"> Provides accurate and detailed information about a questionnaire and a case study Assesses the suitability of using both a questionnaire and case study for the research topic 	8
<ul style="list-style-type: none"> Provides detailed information about a questionnaire and a case study Attempts to assess the suitability of both a questionnaire and case study for the research topic 	6–7
<ul style="list-style-type: none"> Provides information about a questionnaire and a case study Attempts to make a link about the suitability of a questionnaire and/or case study to the research topic 	4–5
<ul style="list-style-type: none"> Provides some information about a questionnaire and/or case study Provides an example that may rely on personal experience 	2–3
<ul style="list-style-type: none"> Provides one point about a questionnaire or case study 	1

Sample answer:

Using both a questionnaire and a case study as the research methods for this study would lead to a more comprehensive conclusion as the two methodologies would complement each other and fill in the gaps for each other. A questionnaire is a series of questions asked of a group of people to determine their opinions on a given topic. The questions can be open or closed questions leading to both quantitative and qualitative responses. In this situation, these questions about the type of social media used and the impact in other areas of life could be asked to a very broad sample group including people from the target age group as well as people outside of that age group. This information could be tabulated and the quantitative data could be graphed to represent the different impacts of social media as felt by the subjects. This could give a researcher insight to know which way to focus the case study.

A case study is a detailed and in-depth investigation on a particular issue usually using a range of research techniques such as interviews, observations and questionnaires. It would allow for one person or a small group of people with targeted research focussing on the beliefs and behaviours of the subjects. This data could then be compared to the generalisations of the questionnaire to see where the similarities and differences lie. This use of both methodologies would therefore improve the reliability and validity of the findings.

Answers could include:

- Questionnaires are relatively easy to organise and administered to a large sample
- Questionnaire responses may not be reliable depending on how the questions are written/checked/piloted
- Case studies can be time consuming.

Question 24

Criteria	Marks
<ul style="list-style-type: none"> Provides accurate and detailed information about relevant caring preparations Provides clear explanations about caring preparations and the impact on the wellbeing of his mother 	8
<ul style="list-style-type: none"> Provides information about relevant caring preparations Provides an explanation(s) about caring preparations and the impact on the wellbeing of his mother 	6–7
<ul style="list-style-type: none"> Provides information about caring preparations Attempts to provide an explanation(s) about caring preparations and/or a link to the wellbeing of his mother 	4–5
<ul style="list-style-type: none"> Provides some information about caring preparation(s) and/or the wellbeing of his mother 	2–3
<ul style="list-style-type: none"> Provides one point about a caring preparation or wellbeing 	1

Answers could include:Changing Health Behaviours

John could adopt certain health behaviours, such as eating nutritious food and exercising regularly. This could help to physically assist his mother if needed. For example, helping her to get out of her bed or showering may ensure his mother's physical wellbeing. John could investigate local support groups in order to interact with other carers in a similar situation. This could benefit both John and his mother's social wellbeing. John participating in relaxation techniques such as yoga or mediation would assist to manage his stress levels and keep John more relaxed and patient when caring for his mother. This further benefits his mother's overall wellbeing. Alternatively, both John and his mother could engage in daily mediation and yoga together to enhance their spiritual wellbeing.

Enhancing Knowledge and Skills

John could become familiar with his mother's rehabilitation program to assist where needed. This may speed up her recovery and improve her physical wellbeing. He could also enrol in courses that focus on how to care for his mother's needs, therefore benefitting his mother's physical and emotional wellbeing. John should also read resources available to further assist in the care of his mother.

Modifying the Physical Environment

John may need to make modifications to the home, for example; hand rails and ramps for his mother so she can access different rooms in the house. This will provide his mother with a sense of independence, increase her self-esteem and ensure safety and security.

Organising Finances

John should plan a budget as both he and his mother are unable to work. He could investigate government support payments (e.g. Carer Allowance) and services, which he and his mother may be entitled to. For example a health card that would allow them to purchase discounted medications and other medical equipment that may be required. This could ease some of the financial pressure placed on the family and improve their overall wellbeing.

Wellbeing: emotional, economic, cultural, physical, spiritual and social.

Question 25

Criteria	Marks
<ul style="list-style-type: none"> • Provides information on the characteristics of people with disabilities • Show how these characteristics may affect their access to services 	3
<ul style="list-style-type: none"> • Provides basic information on the characteristics of people with disabilities and/or how these characteristics may affect their access to services 	2
<ul style="list-style-type: none"> • Provides one point about the characteristics of people with disabilities and/or access to services 	1

Sample answer:**Characteristics: age, gender, level of education, culture, type of disability, first language spoken and socio-economic status (SES)**

People with disabilities are individuals who experience a physical, mental, intellectual or sensory limitation, restriction or impairment that affects their everyday life. For example, a person with a mental illness may not be inclined to seek out services due to embarrassment and a low self-esteem.

When an individual with a disability has a higher level of education, it can improve their ability to access services. A higher level of education can increase their access to information therefore, making it easier for the individual to access services.

The type of disability can make it more difficult to access services. For example, a major physical restriction or impairment such as being wheelchair bound can make it more difficult to physically move from one place to another or restrict their ability to perform physical tasks. This could further impact on a person with a disability and their access to employment or services such as libraries and public transport.

Question 26

Criteria	Marks
• Provides detailed information on how informal support can assist parents to fulfil their parental responsibilities	4
• Provides basic information on how informal support can assist parents to fulfil their parental responsibilities	2–3
• Provides one point about informal support and/or parental responsibilities	1

Sample answer:

Informal supports that assist parents to fulfil their responsibilities include relatives, friends and neighbours. Grandparents are now having a more significant role in childcare, as many parents are involved in work or study. Relatives including siblings can provide additional support to parents with babysitting, transport and household tasks. This allows parents to provide an income to meet the physical needs of family members and help to enhance the child's wellbeing. Friends and neighbours may be asked to care for the child while the parent completes everyday tasks or attends appointments.

Grandparents could also assist parents by providing a duty of care while parents are at work. This allows parents to bring in an income to satisfy the needs of their children. In addition, grandparents can set limits and discipline the children when needed. This will ensure the safety of the children and teach them appropriate behaviour.

Question 27

Criteria	Marks
<ul style="list-style-type: none"> • Correctly identifies a group from the list provided • Provides detailed and accurate information on attempts made to improve community attitudes • Provides a clear and valid judgement about the impact of community attitudes on the wellbeing of the group • Provides relevant examples 	8
<ul style="list-style-type: none"> • Correctly identifies a group from the list provided • Provides detailed information on attempts made to improve community attitudes • Provides a valid judgement about the impact of community attitudes on the wellbeing of the group • Provides examples 	6–7
<ul style="list-style-type: none"> • Correctly identifies a group from the list provided • Provides information on attempts made to improve community attitudes • Attempts to provide a judgement about the impact of community attitudes on the wellbeing of the group • Provides examples 	4–5
<ul style="list-style-type: none"> • Correctly identifies a group • Provides some information on how the group has tried to improve community attitudes • Provides some information about community attitudes and/or the wellbeing of the group 	2–3
<ul style="list-style-type: none"> • Provides some information about a group or community attitudes or wellbeing 	1

Sample answer:

Group studied: Gay, Lesbian, Bisexual, Transgender and Intersex (GLBTI) communities.

Gay, Lesbian, Bisexual, Transgender and Intersex (GLBTI) communities are formed based on their sexual relationships and gender identity. This group promotes community attitudes through events such as Mardi Gras. Mardi Gras is a festival where GLBTI come together to celebrate, promote and raise awareness and acceptance of this diverse community in society.

Mardi Gras offers members of the Gay, Lesbian, Bisexual, Transgender and Intersex (GLBTI) communities the opportunity to educate the community in a positive manner. It allows the GLBTI community the chance to openly express their individuality and sexuality without fear of prejudice and bullying in a safe and supportive environment promoting positive wellbeing.

Mardi Gras also offer opportunities for the like-minded (GLBTI) community members to enhance their social wellbeing by bringing them together at parties, parades and other events. This provides opportunities for the acceptance and group support with services promoted and available to the group for example counselling and health promotion. This will build positive relations and improve socio-emotional wellbeing.

Ideas for Aged

- Grandparents days at school

- Advocate eg Dawn Fraser
- Supervising exams
- Volunteer for charity groups
- Caring for grandchildren and loved ones
- Seniors Week

Ideas for Youth

- Fundraising for charity groups
- Youth Week
- Young Australian of The Year
- Australian Youth Forum

Ideas for Aboriginal and Torres Strait Islanders

- Kevin Rudd Sorry Speech
- Cathy Freeman Foundation
- Positive role model
- Tourist guides and cultural entertainers

Ideas for Sole Parents

- Assisting in community activities eg coaching local sports teams.

Question 28

Criteria	Marks
<ul style="list-style-type: none"> • Correctly identifies a group from the list provided • Demonstrates an accurate and detailed understanding of relevant government policy and legislation • Provides a clear link between government policy and legislation and group equity within the wider community 	8
<ul style="list-style-type: none"> • Correctly identifies a group from the list provided • Demonstrates a detailed understanding of relevant government policy and legislation • Provides a link between government policy and legislation and group equity 	6–7
<ul style="list-style-type: none"> • Correctly identifies a group from the list provided • Provides information about relevant government policy and legislation • Attempts to provide a link between government policy and legislation and group equity 	4–5
<ul style="list-style-type: none"> • May correctly identify a group • Provides information about government policy and/or legislation and/or group equity 	2–3
<ul style="list-style-type: none"> • Provides some information about government policy or legislation or group equity 	1

Sample answer:

Group Studied: Youth

Government policies and legislation include laws passed in parliament or policies that regulate, protect and promote equity in the wider society.

Youth refers to individuals aged 15–24 years.

- Payments through Centrelink such as Youth Allowance help reduce educational inequity by providing students with economic support while completing their studies.
- The Education Amendment Act Bill 2009 NSW makes school a legal and compulsory requirement until 17 years of age unless the young person is involved in training or an apprenticeship or has more than 25 hours of work per week. This improves the chance of access to employment and better wage prospects.
- Concession cards allow cheaper travel on public transport and provide discount rates on movies and other attractions therefore improving the inequity arising from socioeconomic disadvantages and improving community participation.
- The NSW Government has also provided a Half Fare Entitlement Card, which is issued to jobseekers registered with Centrelink to look for work. It enables job-seeking youth to travel on all public transport services within NSW allowing equity in seeking employment.

Other ideas for youth

- Young Offenders Act 1997 (NSW)
- Austudy and Abstudy
- Digital Education Revolution
- Distance education

- Anti-Discrimination Act 1977 (NSW)

Ideas for GLBTI

- Marriage Act 1961 (Cth)
- Anti-Discrimination Act 1977 (NSW)
- Adoption Amendment (Same Sex) Bill 2010 (NSW)
- Surrogacy Act 2010 (NSW)
- Assisted Reproductive Technology Act 2007 (NSW)
- Sex Discrimination Amendment Act 2013 (Cth)

Ideas for Aboriginal and Torres Strait Islanders

- The Close the Gap Policy
- Native Title Act 1993 (Cth)
- Anti-Discrimination Act 1977 (NSW)
- Medicare
- Flying Doctors

Ideas for Sole Parents

- Paid Parental Leave
- AVO
- Child Support
- Family Tax Benefit A & B
- Child Care Benefit and Rebate

Ideas for Aged

- Pension
- PBS.

Section II

Question 29 (a)

Criteria	Marks
• Sketches in general terms how legislation can protect individuals	4
• Provides some information on how legislation can protect individuals	3
• Provides basic information on legislation and/or protection of individuals	2
• Provides one point about legislation or protection of individuals	1

Sample answer:

Legislation protects members of society by serving them fairly and consistently. Laws protect individuals from both physical and emotional harm. *Crimes and Other Legislation Amendment (Assault and Intoxication) Act 2014* (NSW) aims to protect individuals from drug and alcohol related violence. In order to help protect individuals the new law includes new sentences increased by 2 years, and drug and alcohol testing for suspected offenders.

Question 29 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed investigation on how current legislation supports access to assisted reproductive technology • Provides a clear link between the legislation and how it supports adults and families 	6
<ul style="list-style-type: none"> • Provides an investigation on how current legislation supports access to assisted reproductive technology • Attempts to provide a link between the legislation and how it supports adults and families 	4–5
<ul style="list-style-type: none"> • Provides information about legislation relating to assisted reproductive technology and/or information on reproductive technology and/or how adults and/or families are supported 	2–3
<ul style="list-style-type: none"> • Provides some information about legislation and/or assisted reproductive technology and/or how adults and/or families are supported 	1

Answers could include:

The *Assisted Reproductive Technology Act (NSW) (2007)* regulates and supports many of the ethical and social aspects of assisted reproductive technology (ART) for adults and families.

In 2010 the ART Act created a central register, which assisted with the exchange of personal information regarding donor-conceived babies. This register supports adults and families by enabling individuals born as a result of ART to identify biological parents or obtain information about genetic heritage and background to assist them medically and socially.

The Surrogacy Act 2007.

Question 29 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of child protection and safety legislation • Provides a valid judgement on the effectiveness of child protection and safety legislation in supporting the welfare of children • Provides a clear link to the impact of wellbeing on children • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of child protection and safety legislation • Provides a judgement on the effectiveness of child protection and safety legislation in supporting the welfare of children • Provides a link to the impact of wellbeing on children • Communicates ideas and information using some relevant examples • Presents a cohesive answer 	10–12
<ul style="list-style-type: none"> • Provides sound knowledge about child protection and/or safety legislation • Attempts to provide a link between the effectiveness of child protection and/or safety legislation and supporting the welfare of children • Communicates ideas and information using examples 	7–9
<ul style="list-style-type: none"> • Provides some information about child protection and/or safety legislation and/or supporting the welfare of children • Uses examples that rely on personal experience • Communicates ideas in a basic form 	4–6
<ul style="list-style-type: none"> • Provides some information about child protection and/or safety legislation and/or supporting the welfare of children 	1–3

Sample answer:

Child Protection legislation that supports and protects the welfare of children includes *Children and Young Persons (Care and Protection) Act 1998* and *Children and Community Services Act 2004*.

Children and Young Persons (Care and Protection) Act 1998 ensures that children and young persons receive such care and protection as is necessary for their safety welfare and wellbeing.

Children and Community Services Act 2004 ensures the wellbeing of children by providing care and protection of children in the absence of their parents and from exploitation in employment.

Both of these pieces of legislation were introduced to ensure the care and protection of children and are administered through government organisations such as Family and Community Services. In many ways, these laws have been successful in improving the overall safety of children as they have protected children in unsafe situations and as a result, improved the physical, social, emotional and spiritual wellbeing of the child. However, due to the lack of government funding and/or limited staffing for these government organisations, there can be cases where children do not get the support they require.

Road Rules 2014 (NSW) ensures the safety of children by ensuring children are appropriately restrained to reduce the chance of serious injury or death if involved in a car accident.

Australian and New Zealand standard AS/NZs 1754 Child Restraint Systems ensures the safety of children by mandating the requirements for the design, construction, performance, user instructions, making and packaging of child care restraints.

Both of these pieces of legislation have ensured children's safety through reducing the risk of injury and death in car accidents. In many ways these laws have been successful in improving the overall safety of children as they have protected children while travelling in a car. This legislation ensures high quality products are used for children. This has increased the physical wellbeing of children by providing a safe and secure environment. Also the emotional wellbeing of parents has been improved as parents know their children are safe. However, there are some situations where parents or carers do not enforce these safety regulations leading to an unsafe environment.

- Other product safety standards that could be discussed include toys, bottles, playground equipment, clothing and pool safety standards (fencing and gates).
- Other legislation that can be discussed includes *Children (Care and Protection) Act 1987* NSW, *Children and Young Persons (Care and Protection) Regulation 2000* NSW.

Question 30 (a)

Criteria	Marks
• Sketches in general terms how the development of technology has economic benefits for individuals	4
• Provides some information on how the development of technology has economic benefits for individuals	3
• Provides basic information on economic benefits and/or the development of technology for individuals	2
• Provides one point about economic benefits and/or the development of technology for individuals	1

Sample answer:

Economic benefits for individuals that have resulted from the development of technology include:

- Multiple functions in one piece of technology for example phone, internet and camera reduces the cost involved in purchasing separate items
- Online support is often more cost-effective than phone or other support services due to speed with customer enquiries and is paperless which saves on printing costs. Consumers are more likely to purchase goods with good customer support.
- Buying products on line – they can be cheaper thus saving the individual money, plus saving on travelling costs to stores
- Starting an online business and earning an income
- Using Skype to interact with family and friends – a free application plus it helps save money on travelling costs
- Individuals who develop on line applications have an ongoing income (including advertising revenue if used on their application)

Question 30 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed investigation on how age and education affect an individual's access to and acceptance of technology Provides a clear link between age and education and the effect on an individual's access to and acceptance of technology 	6
<ul style="list-style-type: none"> Provides an investigation on how age and education affect an individual's access to and acceptance of technology Attempts to provide a link between age and education and the effect on an individual's access to and acceptance of technology 	4–5
<ul style="list-style-type: none"> Provides information about age and/or education and/or effect on an individual's access to and/or acceptance of technology 	2–3
<ul style="list-style-type: none"> Provides limited information about age and/or education and/or effect on an individual's access to and/or acceptance of technology 	1

Sample answer:

Age and education have both affected access to and acceptance of technology.

Age

Older individuals and baby boomers have not grown up with current technology and may not feel confident in using and accessing different forms of technology and services. Some older individuals are reluctant to access various forms of technology and resist change whereas other older individuals are willing to embrace new opportunities and advance their skills for example personal banking, online shopping and social networking. Younger individuals may be more likely to engage with technology due to growing up with the advancements in technology.

Education

Individuals who are engaged or have been engaged in educational opportunities have greater access to technology. Educational institutions often use interactive teaching tools and provide students in remote areas with access to information immediately as they can communicate more readily with their teachers. Individuals who have been poorly educated and denied the use of technology are less likely to access and accept technology due to their lower level of skills.

Individuals who have increased access to and acceptance of technology are more likely to have a high level of social and emotional wellbeing due to an increase in their self-esteem, self-confidence and wealth.

Question 30 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the possible impact of technology on interpersonal relationships within families • Provides a valid judgement on the impact of technology on interpersonal relationships within families • Provides a clear link to the impact on wellbeing of families • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of the possible impact of technology on interpersonal relationships within families • Provides a judgement on the impact of technology on interpersonal relationships within families • Provides a link to the impact on wellbeing of families • Communicates ideas and information using some relevant examples • Presents a cohesive answer 	10–12
<ul style="list-style-type: none"> • Provides sound knowledge about technology and interpersonal relationships within families • Attempts to provide a link between the impact of technology and interpersonal relationships within families • Communicates ideas and information using examples 	7–9
<ul style="list-style-type: none"> • Provides some information about technology and/or interpersonal relationships within families • Uses examples that rely on personal experience • Communicates ideas in a basic form 	4–6
<ul style="list-style-type: none"> • Provides limited information about technology and/or interpersonal relationships 	1–3

Sample answer:

Household Technology – includes technologies that help an individual to complete household duties. Automatic and robotic vacuum cleaners and self-cleaning ovens are labour-saving and time-saving devices that can give an individual more energy and time. This can help to improve interpersonal relationships within the family, as family members could have more energy and time to spend with each other. By spending more quality time together, the relationship between the family members can be strengthened and deeper relationships can be formed. This can help to improve and support family members’ emotional and cultural wellbeing, as their family connections are strengthened through the quality time spent together.

Information and communication technology – includes technologies that help individuals and family members to communicate. Mobile phones, the internet and online social networks give family members the opportunity to communicate with each other when they are not face to face. This helps to improve interpersonal relationships within the family, as family members are able to stay in touch and regularly communicate with each other regardless of their location in the world. By having access to information and communication technologies, family members are able to strengthen and deepen their connections with each other because they are able to keep in touch on a regular basis.

This helps to support and strengthen emotional, social and cultural wellbeing as family connections and deeper relationships can be formed due to regular contact. Video calling and satellite tracking and a range of applications on devices can increase interpersonal relationships within families as family members can help manage the safety of family members however this can also lead to family conflict and increased personal anxiety if devices are not functioning correctly, impacting on the emotional, intellectual and social wellbeing of the family in a negative way.

Entertainment Technology includes technologies that provide families with entertainment options including experiences, venues and games. Console and PC interactive game stations and online multi player games give family members the opportunity to engage in personal leisure time. This can negatively impact on interpersonal relationships within the family as family members can spend a significant amount of time participating in this form of entertainment individually taking away quality family time. A lack of quality family time can result in interpersonal relationships beginning to deactivate leading to poor social and emotional wellbeing such as social interaction and communication. However, there may also be a positive impact on family interpersonal relationships as family members could spend quality time together participating in this form of entertainment technology leading to strong family bonds and stronger sense of belonging and sense of identity.

Question 31 (a)

Criteria	Marks
• Sketches in general terms the personal management skills required by youth in the workplace	4
• Provides some information on personal management skills required by youth in the workplace	3
• Provides basic information on personal management skills required by youth in the workplace	2
• Provides one point about personal management skills required by youth in the workplace	1

Answers could include:

Youth (people aged between 15–24 years old) require personal management skills as they enter the workplace either part time or full time.

These management skills include:

- planning and organising – how to get to work, meet deadlines, have correct job requirements, personal presentation, time management and multi-tasking.
- communication – conflict resolution skills, able to express feelings and ideas in a professional manner, including decision-making and problem solving.

Question 31 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed investigation on how labour force participation varies across the lifespan Provides clear link between labour force participation and the lifespan 	6
<ul style="list-style-type: none"> Provides an investigation on how labour force participation varies across the lifespan Provides a link between labour force participation and the lifespan 	4–5
<ul style="list-style-type: none"> Provides information about labour force and/or labour force participation and/or lifespan 	2–3
<ul style="list-style-type: none"> Provides limited information about labour force and/or labour force participation and/or lifespan 	1

Answers could include:Adolescence

Labour force participation can commence at 15 years of age, which is during the adolescent stage of the lifespan. During this stage adolescents may be unemployed due to lack of employment experience. Many adolescents may be employed part time due to education and social commitments. Even within this lifespan stage variations can occur, with increased numbers entering the labour force at 15, a reduction during the HSC year and a sudden spike in labour force participation immediately after the HSC examinations. This trend of labour force participation could continue during this stage of the lifespan stage into tertiary education pathways.

Adulthood

A large number of adults are involved in full-time employment, which is working 35 or more hours a week. This commitment may change when a life event such as the birth of a child occurs when a parent may choose to take leave from employment or alter their working hours to a part-time position. Generally adulthood will see the greatest volume of participants in the labour force primarily due to financial commitments and career aspirations.

Aged

Many people in this lifespan stage may commence retirement where they cease employment or move to part-time employment. The aged may find it difficult to enter full-time employment at this stage of their lifespan. On the other hand, greater numbers in this lifespan span many continue to participate in the labour force due to financial constraints or changes to government policy e.g. increased retirement age. Others may move from paid employment and offer their services to volunteer and community roles.

Question 31 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of employees' rights and responsibilities and workplace structures • Provides a valid judgement on the effectiveness of workplace structures in supporting employees' rights and responsibilities • Provides a clear link to the impact on wellbeing of employees • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of employees' rights and responsibilities and workplace structures • Provides a judgement on the effectiveness of workplace structures in supporting employees' rights and responsibilities • Provides a link to the impact on wellbeing of employees • Communicates ideas and information using some relevant examples • Presents a cohesive answer 	10–12
<ul style="list-style-type: none"> • Provides sound knowledge about employees' rights and/or responsibilities and workplace structures • Attempts to provide a link between the effectiveness of workplace structures and supporting employees' rights and/or responsibilities • Communicates ideas and information using examples 	7–9
<ul style="list-style-type: none"> • Provides some knowledge about employees' rights and/or responsibilities and/or workplace structures • Uses examples that rely on personal experience • Communicates ideas in a basic form 	4–6
<ul style="list-style-type: none"> • Provides some information about rights and/or responsibilities and/or workplace structures 	1–3

Answers could include:

There are a number of workplace structures in place that ensure the rights and responsibilities of employees are supported.

Workplace Structures

- Legislation eg health and safety, equal employment opportunity
- Work conditions eg awards, grievance procedures
- Trade Unions
- Flexible work patterns and practices eg job share, flexible work arrangements
- Workplace culture eg child care, prayer room, kitchen
- Leave entitlements eg parental, carers leave

Rights and Responsibilities

Rights (entitlements)	Responsibilities (moral obligations)
<p>An employer is entitled to:</p> <ul style="list-style-type: none"> • A clear rate of pay and to be paid the correct amount for the work that is done. This must be at least the minimum wage and entitlements as set out by the appropriate award or contract • Leave entitlements as stated by the award, agreement or contract, such as sick leave, annual leave, parental leave, public holidays and long service leave • Feel safe in the working environment and have access to safety equipment when needed • Receive on the job training and in-services to complete their jobs properly and safely • The freedom to belong to or join a union • Be protected from unfair dismissal, and the right to appeal to the industrial tribunal if they consider they have been wrongfully dismissed • Have a contract amended if it is not covered by the award • Work in an environment that is free from discrimination and harassment. 	<p>An employee has the responsibility to:</p> <ul style="list-style-type: none"> • Comply with lawful and reasonable instructions given by the employer • Work together with the employer and other employees to maintain a safe and healthy working environment • Work with a level of competency that displays skill and care • Have good faith and maintain confidentiality. An employee must not give out confidential information or trade secrets. They also have an ethical responsibility to maintain customer privacy • Disclose information that may put themselves, others or the business at risk for example, health care workers or those in the defence forces must disclose to their employers if they are living with HIV/AIDS • Maintain a reasonable work ethic by arriving on time, health and safety, respecting others and employers property, alerting the employer if absent and not discriminating against or vilifying others • Give sufficient notice when intending to leave.

Wellbeing

- Physical
- Social
- Emotional
- Economic
- Cultural
- Spiritual

2015 HSC Community and Family Studies Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Research Methodology	H4.1
2	1	Groups in Context	H3.1
3	1	Parenting and Caring	H2.2
4	1	Groups in Context	H5.2
5	1	Parenting and Caring	H5.1
6	1	Research Methodology	H4.1
7	1	Research Methodology	H4.1
8	1	Groups in Context	H5.1
9	1	Parenting and Caring	H2.1
10	1	Research Methodology	H4.1
11	1	Groups in Context	H2.2
12	1	Parenting and Caring	H2.1
13	1	Research Methodology	H4.1
14	1	Groups in Context	H5.1
15	1	Parenting and Caring	H1.1
16	1	Research Methodology	H4.1
17	1	Parenting and Caring	H5.2
18	1	Parenting and Caring	H2.3
19	1	Research Methodology	H2.3, H4.1
20	1	Groups in Context	H1.1

Section I Part B

Question	Marks	Content	Syllabus outcomes
21 (a)	4	Research Methodology	H4.1
21 (b)	6	Research Methodology	H4.1
22	6	Parenting and Caring	H1.1
23	8	Research Methodology	H4.1, H4.2
24	8	Parenting and Caring	H2.2
25	3	Groups in Context	H5.1
26	4	Parenting and Caring	H1.1
27	8	Groups in Context	H2.2, H6.2
28	8	Groups in Context	H3.3

Section II

Question	Marks	Content	Syllabus outcomes
29 (a)	4	Family and Societal Interactions	H3.3
29 (b)	6	Family and Societal Interactions	H3.4
29 (c)	15	Family and Societal Interactions	H3.4
30 (a)	4	Social Impact of Technology	H3.4

Question	Marks	Content	Syllabus outcomes
30 (b)	6	Social Impact of Technology	H3.4
30 (c)	15	Social Impact of Technology	H6.1
31 (a)	4	Individuals and Work	H2.2
31 (b)	6	Individuals and Work	H3.4
31 (c)	15	Individuals and Work	H6.2