

**2007 HSC Notes from
the Marking Centre
Community and Family Studies**

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2007 HSC NOTES FROM THE MARKING CENTRE COMMUNITY AND FAMILY STUDIES

Introduction

This document has been produced for the teachers and candidates of the Stage 6 Community and Family Studies course. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Community and Family Studies.

Section I

Part A Multiple Choice

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

Part B

Question 11

Better responses recognised the difference between qualitative and quantitative research and provided an example of each. For example, quantitative research is based on figures and numbers. An example of quantitative research is a questionnaire. Qualitative research allows people to express their thoughts, feelings and attitudes using words. An example of qualitative research is an observation.

Weaker responses did not recognise the difference between quantitative and qualitative data or were unable to provide examples of these research methods.

Question 12

Better responses identified a strategy to develop positive step family relationships and provided features of this strategy. For example, open communication requires listening to the children's needs, being there for the child to talk to and using positive and encouraging communication to develop trust and a positive relationship. Other strategies included democratic decision making, being flexible in his/her role, the use of time management, family fun days and involvement in the children's recreational and or sporting activities.

Weaker responses provided some knowledge of positive step family relationships but did not elaborate on the strategy.

Question 13

- (a) Better responses correctly recognised and named a trend from the graph. For example, lower life expectancy of Aboriginal Australians or greater percentage of Aboriginal Australians in the younger age groups.
- (b) Better responses provided an explanation of the trend. For example, a reason for the higher percentage of non-Indigenous Australians in the older age groups could be due to such factors as higher levels of education, better access to health services and better safety, security and self-esteem.

Question 14

Better responses demonstrated a thorough understanding of the importance of self-esteem for both groups. These responses presented their information in an organised manner using appropriate terminology.

For example, the aged may suffer from poor self-esteem as a result of feeling that they are a burden on society, health concerns and loss of a spouse. Therefore, self-esteem is important to the aged to allow them to gain the confidence to continue to participate in society and increase their social and emotional wellbeing. Sole parents may suffer from poor self-esteem as a result of guilt over becoming a sole parent or their dependency on welfare payments. Self-esteem is important as it will

increase their confidence to participate in the community and paid work, and lead to a better relationship with their children.

Question 15

Better responses demonstrated an understanding of parenting or caring relationships and identified the relationship between upbringing and approach to parenting and caring. Responses provided examples, and ideas were communicated in an organised manner using appropriate terminology.

For example, a person may be brought up in a family where religion plays an important part and the child may be expected to carry on the religious traditions of the family. This may have a positive impact as it may give the child a sense of belonging. Negative implications may be that religious beliefs may cause conflict between the child and parent if the child does not wish to carry on the religious beliefs of the family. An example of this would be attending religious services or wearing traditional clothing for religious reasons.

Other responses analysed the impact of such things as gender expectations, geographical location and education on parenting or caring relationships.

Weaker responses provided limited information about parenting or caring or upbringing.

Part C

Question 16

- (a) Better responses provided characteristics of an example of a family in crisis as well as providing features of two resources available to meet basic needs. For example, a loss of home and belongings due to fire and the Salvation Army providing shelter through emergency housing. Relevant examples were included. These responses were organised and demonstrated appropriate use of terminology.

Weaker responses provided some information about families in crisis and/or resource(s) to meet basic needs. Responses were limited to one or two relevant points.

- (b) Better responses demonstrated a thorough knowledge and understanding of how two government policies contribute to safety and security of one group. For example, current p-plate legislation and laws related to drinking age have been enacted to contribute to safety and security of young people. These responses clearly linked to the safety and security of the group and the implications for wellbeing.

Weaker responses provided some relevant information about government policies or safety/security of the group.

- (c) Better responses demonstrated extensive knowledge and understanding of two groups and their contribution to individual and community wellbeing. For example, the aged were acknowledged as contributing past experiences, skills and knowledge to younger generations, supporting as well as by being volunteer/paid workers within their own families and community organisations. These responses provided positive and/or negative aspects of the contributions to individuals' and communities' wellbeing and a judgement was evident.

Weaker responses provided some information that relied on personal experience and demonstrated basic knowledge about the group(s).

Question 17

- (a) Better responses displayed a sound knowledge of issues for biological parents as a result of an unplanned pregnancy. These responses also provided relevant examples which supported the issues stated and correct terminology was used.

Weaker responses provided some information about issues relating to an unplanned pregnancy, biological parents or pregnancy in general.

- (b) Better responses demonstrated sound knowledge and understanding of the influence of media on parenting relationships. Issues were identified which related to the media's influence on expectations of males and females in parenting, such as, males are viewed as breadwinners and females as homemakers, and more contemporary views of shared parenting. Specific examples of media were provided including TV shows, movies and print media. These responses were well organised and used appropriate terminology.

Weaker responses demonstrated a basic knowledge of the influence of the media on parenting relationships. Issues relating to the media's influence on expectations were provided for either males or females. Types of media were not specified.

The weakest responses provided some information about the media or expectations of males and/or females in parenting. These responses listed traditional parenting roles and gave personal opinions on the media's influence.

- (c) Better responses demonstrated an extensive knowledge and understanding of the management of roles and demands of family, work and other commitments. Strategies with relevant examples were provided to support the response. They included family and friends, childcare, flexible work patterns, children completing chores and employment of help in the home. These analysed the interrelationship of the strategies with parent wellbeing and used appropriate terminology.

Weak responses provided basic knowledge of roles or demands or strategies. Examples, if provided, relied on personal experience.

Section II

Question 18

- (a) Better responses identified a suitable provision made by the local community. These responses sketched the relationship between the provision and the welfare of children and provided relevant supporting examples. A range of provisions were examined in these responses.

Weaker responses provided a point about community provisions or the welfare of children but did not relate them to each other or provide any supporting details or examples.

- (b) Better responses outlined rights afforded to young people through law and clearly explained their responsibilities in assuming these rights. Responses were supported by relevant and up-to-date examples, were clearly organised and used appropriate terminology.

Weaker responses often referred to basic human rights and made general statements about responsibilities. Some responses demonstrated some knowledge of the rights afforded to people by the law and provided a weak link to responsibilities but not necessarily the rights of young people.

The weakest responses provided some information about young people's rights or responsibilities and relied on personal experience.

- (c) Better responses demonstrated extensive knowledge of the role of legislation and how it protects and supports individuals and families. These responses gave pertinent examples of laws and clearly explained how each law supported and protected individuals and families. A sound evaluation or judgement was also included and these responses showed how legislation had an impact on the wellbeing of individuals and families.

Weaker responses showed a very basic knowledge of legislation and tended to make generalisations or refer to support networks, rather than legislation.

Question 19

- (a) Better responses identified a piece of technology and clearly explained the economic impact of the technology. These responses explained the impact of the technology on supporting individuals, families, communities and some responses even considered global issues. Relevant examples were provided.

Weaker responses referred to technology in general terms with no discussion of the impact of the technology and they relied on personal experience.

- (b) Better responses established a clear relationship between gender and availability and acceptance of household technologies. The concept of availability was referred to in a number of different terms. Household technologies were clearly identified as either examples for males or females. Some responses explained how gender stereotyping is disappearing and the effect that this has on availability and acceptance of technology.

Weaker responses mainly provided information on gender or technology but did not establish a link or incorporate acceptance and availability.

- (c) Better responses demonstrated an extensive knowledge of current issues relating to technology. Responses provided arguments for and/or against, as well as showing how the issues had an effect on the wellbeing of individuals and/or families and/or communities. Answers were illustrated with relevant up-to-date examples.

Weaker responses relied on personal experiences and focused on technological development. Current issues were hinted at, but not elaborated.

Question 20

- (a) Better responses clearly identified a supportive workplace structure.

In the weaker responses a workplace structure was not identified and they only provided general information about the workplace. For example, the workplace is a friendly environment where workers can form friendships.

- (b) Better responses clearly demonstrated an understanding of a variety of significant influences, for example legislative changes or changes in gender division. These responses explained the impact this had on the perception of work. Responses differentiated between different factors and provided examples of how these may affect the individual.

Weaker responses did not relate the two components of the question and concentrated on identifying a factor without explaining its effect on individual perceptions or made a suggestion about work in general.

- (c) Better responses demonstrated an extensive range of social factors and made valid judgements about the impact on changes in work patterns. Social factors included education and retraining, technology, perceptions of gender, family circumstances, government policy, economics, and employment and unemployment. Responses analysed the impact of the social factor on changes in work patterns, giving positive and/or negative aspects, and then linked these to the wellbeing of the individual and/or family.

Weaker responses outlined a variety of work patterns without referring to social factors or linking it to the wellbeing of the individual or family. The examples that were provided relied on personal experience and used poor terminology.

Community and Family Studies

2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I Part A			
1	1	Conducting research	4.1
2	1	Carer relationships	2.1, 3.2
3	1	Biological parenting	2.1
4	1	Conducting research/youth groups in context	4.2
5	1	Conducting research/youth groups in context	4.1, 4.2
6	1	Needs	3.1, 2.2
7	1	Preparations for becoming a parent or carer	1.1, 2.2
8	1	Conducting research	4.1
9	1	Supports for parents and carers	3.2
10	1	Factors affecting access to resources	2.3
Section I Part B			
11	2	Methodologies	4.1
12	2	Social parents	1.1, 2.2
13 (a)	1	Conducting research/Groups in context	4.2
13 (b)	2	Conducting research/Groups in context	3.1, 4.2
14	4	Groups	2.3
15	4	Factors influencing parenting and caring relationships	2.1, 2.3

Question	Marks	Content	Syllabus outcomes
Section I			
Part C			
16 (a)	4	Groups	3.1, 5.1
16 (b)	6	Government policies and regulations	2.2, 3.3
16 (c)	15	Contributions groups make to the community Identify groups with specific needs	2.2, 3.3, 4.2
17 (a)	4	Biological Parents	2.1
17 (b)	6	Media influences on expectations of males and females in parenting	2.1, 3.4
17(c)	15	Managing multiple role expectations	2.2, 5.1, 5.2
Section II			
18(a)	4	Community role in providing for well-being of children	3.2
18 (b)	6	Adolescent responsibilities in assuming rights offered through law	2.3
18 (c)	15	Role of legislation in supporting and protecting individuals and families	3.2, 6.2
19 (a)	4	Technology case study	3.4
19 (b)	6	Impact of technology on lifestyle	4.2, 6.1
19 (c)	15	Issues related to technology development	3.4
20 (a)	4	Supportive workplace structures	6.2
20 (b)	6	Nature of work – historical perspective	3.4, 6.1
20 (c)	15	Social factor leading to changing work patterns	3.4, 6.1

2007 HSC Community and Family Studies Marking Guidelines

Section I, Part B

Question 11

Outcomes assessed: H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Recognises the difference/s between qualitative and quantitative research• Provides an example of each	2
<ul style="list-style-type: none">• Provides some knowledge of quantitative and/or qualitative research OR <ul style="list-style-type: none">• Provides examples	1

Question 12

Outcomes assessed: H1.1, H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies a strategy for positive step-family relationships Provides feature/s of ONE strategy for positive step-family relationships 	2
<ul style="list-style-type: none"> Provides some knowledge of positive family relationships 	1

Question 13 (a)

Outcomes assessed: H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Recognises and names a trend from the graph 	1

Question 13 (b)

Outcomes assessed: H3.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Relates the cause and effect of the trend provided in part (a) 	2
<ul style="list-style-type: none"> Provides a relevant point about Aboriginal Australians or Non-Indigenous Australians 	1

Question 14

Outcomes assessed: H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates thorough knowledge and understanding of the relationship between self esteem and both the aged and sole parents Communicates ideas in an organised manner using appropriate terminology 	4
<ul style="list-style-type: none"> Demonstrates sound knowledge of the relationship between self esteem and both the aged and sole parents Communicates ideas in a basic form using some relevant terminology 	3
<ul style="list-style-type: none"> Provides some information about the relationship between self esteem and aged or self esteem and sole parents Communicates ideas using limited terminology 	2
<ul style="list-style-type: none"> Provides limited information about self esteem and/or aged and/or sole parents 	1

Question 15*Outcomes assessed: H2.1, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough knowledge and understanding of parenting or caring relationships• Identifies the implications between upbringing and approach to parenting or caring• Provides relevant example(s)• Communicates ideas in an organised manner using appropriate terminology	4
<ul style="list-style-type: none">• Demonstrates sound knowledge of parenting or caring relationships and upbringing• Communicates ideas in a basic form using some relevant terminology	3
<ul style="list-style-type: none">• Provides some information about parenting or caring relationships and/or upbringing• Communicates idea using limited terminology	2
<ul style="list-style-type: none">• Provides limited information about parenting or caring or upbringing	1

Section I, Part C

Question 16 (a)

Outcomes assessed: H3.1, H5.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides characteristics of an example of a family in crisisProvides features of resources available to meet basic needsIllustrates answer with relevant example(s)Communicates ideas in an organised manner using appropriate terminology	4
<ul style="list-style-type: none">Identifies an example of a family in crisisProvides features of resources available to meet basic needsCommunicates ideas in a basic form using some relevant terminology	3
<ul style="list-style-type: none">Provides some information about families in crisis and/or resource(s) to meet basic needs	2
<ul style="list-style-type: none">Provides a relevant point about families in crisis or a resource	1

Question 16 (b)

Outcomes assessed: H2.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a thorough knowledge and understanding of how government policies contribute to the safety and security of the groupExplains the relationship between government policies and how they affect safety and security of the group and wellbeingProvides relevant example(s)Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">Demonstrates sound knowledge of how government policies contribute to the safety and security of the groupProvides some aspects of how government policies affect safety and/or security of the groupCommunicates ideas in a basic form using some relevant terminology	3–4
<ul style="list-style-type: none">Provides some relevant information about government policies or safety/security of the group	1–2

Question 16 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of groups and the contributions they make to the community • Provides positive and/or negative aspects of the groups contributions and individual and community wellbeing • Makes a judgement about the contribution • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates a thorough knowledge and understanding about groups and the contributions they make to the community • Provides some aspects of the groups contributions to individual and community wellbeing • Provides some relevant example(s) • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound knowledge about the groups • Refers to contributions to the community and/or individual and wellbeing • Uses narrow example(s) • Communicates ideas in a clear manner using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Uses example(s) that rely on personal experience • Communicates ideas in a basic form using some relevant terminology <p>AND/EITHER</p> <ul style="list-style-type: none"> • Demonstrates basic knowledge about the group(s) <p>OR</p> <ul style="list-style-type: none"> • Refers to contributions to the community 	4–6
<ul style="list-style-type: none"> • Provides some information about the group(s) or contribution to the community • Communicates simple ideas 	1–3

Question 17 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sound knowledge about issues for biological parents as a result of an unplanned pregnancy • Sketches in general terms issues • Illustrates answer with relevant example(s) • Effectively communicates ideas in an organised manner using appropriate terminology 	4
<ul style="list-style-type: none"> • Demonstrates some basic knowledge about issues for biological parents as a result of an unplanned pregnancy • Sketches in general terms issues • Communicates ideas in a basic form using some relevant terminology 	3
<ul style="list-style-type: none"> • Provides some information about issues for parents of an unplanned pregnancy 	2
<ul style="list-style-type: none"> • Provides a relevant point about unplanned pregnancy or biological parents 	1

Question 17 (b)

Outcomes assessed: H2.1, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sound knowledge and understanding of the influence of media on parenting relationships • Identifies issues relating to the media's influence on expectations of males and females in parenting and provides points for and/or against • Illustrates answer with relevant example(s) • Effectively communicates ideas in an organised manner using appropriate terminology 	5–6
<ul style="list-style-type: none"> • Demonstrates a basic knowledge of the influence of the media on parenting relationships • Identifies issues relating to the media's influence on expectations of males and/or females • Communicates ideas in a clear manner using appropriate terminology 	3–4
<ul style="list-style-type: none"> • Provides some information about the media, or expectations of males and/or females in parenting • Communicates simple ideas using limited terminology 	1–2

Question 17 (c)

Outcomes assessed: H2.2, H5.1, H5.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an extensive knowledge and understanding of managing roles and demands in different circumstances • Puts forward extensive suggestions of strategies parents can use to manage roles and demands of family, work and other commitments • Analyses the interrelationship of strategies with parent wellbeing • Illustrates answer with relevant examples • Effectively communicate ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound knowledge and understanding of managing roles and demands in different circumstances • Puts forward sound suggestions of strategies parents can use to manage roles and demands of family, work and other commitments • Explain the interrelationship of strategies to parent wellbeing • Provides relevant example(s) • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a general knowledge of roles and/or demands of family, work and other commitments • Puts forward strategies for managing roles and/or demands • Uses narrow example(s) • Communicates ideas in a clear manner using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates a basic knowledge of roles and/or demands and/or strategy(s) • Uses example(s) that rely on personal experience • Communicates ideas in a basic form using some relevant terminology 	4–6
<ul style="list-style-type: none"> • Provides some information about parents managing roles or demands or strategies • Communicates simple ideas 	1–3

Question 18 (a)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies a provision made by the local community• Sketches in general terms the relationship between the provision and the welfare of children• Provides relevant example(s)• Communicates ideas in a clear manner using appropriate terminology	4
<ul style="list-style-type: none">• Identifies a provision made by the community• Provides some information on the provision or the welfare of children• Communicates ideas in a basic form using appropriate terminology	3
<ul style="list-style-type: none">• Provides some information about community provisions or welfare of children	2
<ul style="list-style-type: none">• Provides a relevant point about community provisions OR welfare of children	1

Question 18 (b)*Outcomes assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound knowledge and understanding of the rights afforded to young people by the law• Makes the relationship between young people's responsibilities and legal rights evident• Provides relevant example(s)• Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates knowledge of the right afforded to people by the law• Attempts to provide the link between young people's responsibilities and legal rights• Communicates ideas in a basic form using some relevant terminology	3–4
<ul style="list-style-type: none">• Provides some information about young people's rights or responsibilities	1–2

Question 18 (c)
Outcomes assessed: H3.2, H6.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding about legislation and protection of individuals and families • Makes a judgement about legislation and how it supports and protects individuals and families • Shows how legislation impacts on the wellbeing of individuals and families • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound knowledge and understanding about legislation and protection of individuals and families • Makes some reference about legislation and how it supports and/or protects individuals and family • Describes some ways in which legislation impacts on the wellbeing of individuals and families • Provides relevant examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a general knowledge about legislation and/or protection of rights of individuals and families • Provides some information about legislation and how it supports and/or protects individuals and families • Mentions how legislation impacts on the wellbeing of individuals and families • Provides some relevant example(s) • Communicates ideas in a clear manner using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge about legislation and/or protection of rights of individuals and families • Refers to legislation and how it supports and/or protects individual and families • Uses example(s) that rely on personal experience • Communicates ideas in a basic form using limited terminology 	4–6
<ul style="list-style-type: none"> • Provides some information about legislation protecting or supporting rights of individuals and/or families • Communicates simple ideas 	1–3

Section II

Question 19 (a)

Outcomes assessed: H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Recognises and names a piece of technology Sketches in general terms the economic impact of the technology Provides some relevant example(s) Communicates ideas in a clear manner using appropriate terminology 	4
<ul style="list-style-type: none"> Recognises and names a piece of technology Provides some information on the impact of technology Communicates ideas in a basic form using limited terminology 	3
<ul style="list-style-type: none"> Provides some relevant information about technology/or the piece of technology or the economic impact of technology Communicates simple ideas 	2
<ul style="list-style-type: none"> Makes a relevant point about technology or economic impact 	1

Question 19 (b)

Outcomes assessed: H4.2, H6.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound knowledge and understanding of how availability and acceptance of technology is influenced by gender Makes the relationship between gender and availability and acceptance of household technology evident Provides relevant example(s) Communicates ideas in an organised manner using appropriate terminology 	5–6
<ul style="list-style-type: none"> Demonstrates basic knowledge of gender and availability and/or acceptance of technology Provides some aspect of the influence of gender on availability or acceptance of household technology Communicates ideas in a basic form using some relevant terminology 	3–4
<ul style="list-style-type: none"> Provides some relevant information about gender or technology 	1–2

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

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of current issues relating to technological development • Provides points for and/or against the issues with a degree of accuracy • Shows how technological issues impact on the wellbeing of individuals and/or families and/or communities • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of current issues relating to technological development • Makes reference to technological development and current issues • Describes some ways in which technological development or current issues impact on the wellbeing of individuals or families or communities • Provides relevant examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a general knowledge about issues relating to technological development • Provides some information about the impact of technological development or current issues on individuals or families or communities • Provides some relevant example(s) • Communicates ideas in a clear manner using some appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge about technological development • Refers to current issues • Uses example(s) that rely on personal experience • Communicates ideas in a basic form using limited terminology 	4–6
<ul style="list-style-type: none"> • Provides some information about technological development or current issues • Communicates simple ideas 	1–3

Question 20 (a)
Outcomes assessed: H6.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Recognise and name a workplace structure Indicate the main features of how it contributes to efficient work practices Provides some relevant example(s) Communicates ideas in a clear manner using appropriate terminology 	4
<ul style="list-style-type: none"> Recognise and name a workplace structure Provides general information on the contribution to efficient work practices Communicates ideas in a basic form using limited terminology 	3
<ul style="list-style-type: none"> Provides relevant information about supportive workplace structures and work practices Communicates simple ideas 	2
<ul style="list-style-type: none"> Makes a relevant point about the workplace structure or work patterns 	1

Question 20 (b)
Outcomes assessed: H3.4, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound knowledge and understanding of significant influences and perceptions of individuals about work Makes the relationship between significant influences and how individuals perceive work Provides relevant example(s) Communicates ideas in an organised manner using appropriate terminology 	5–6
<ul style="list-style-type: none"> Demonstrates knowledge of significant influences and perceptions of individuals about work Provides general aspect of the impact of significant influences and individuals perceptions Communicates ideas in a basic form using some relevant terminology 	3–4
<ul style="list-style-type: none"> Provides limited information about significant influences or individual perceptions of work 	1–2

Question 20 (c)
Outcomes assessed: H3.4, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of social factors leading to changing work patterns • Provides points for and/or against the issue with a degree of accuracy • Shows how social factors impact on the wellbeing of individual and/or families • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound knowledge and understanding of social factors leading to changing work patterns • Makes reference about the impact of social factors leading to changing work patterns • Describes ways in which social factors impact on the wellbeing of individual and/or families • Provides relevant examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a general knowledge about social factors leading to changing work patterns • Provides some information about the impact of social factors leading to changing work patterns • Mentions the impact of social factors on wellbeing • Provides some relevant example(s) • Communicates ideas in a clear manner using some appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge about social factors leading to changing work patterns • Refers to the impact of social factors leading to changing work patterns • Uses example(s) that rely on personal experience • Communicates ideas in a basic form using limited terminology 	4–6
<ul style="list-style-type: none"> • Provides some information about social factors or changing work patterns • Communicates simple ideas 	1–3