

**2004 HSC Notes from
the Marking Centre
Community and Family Studies**

© 2005 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: www.boardofstudies.nsw.edu.au

ISBN 1 7414 7210 5

2005029

Contents

Section I	5
Section II	9

2004 HSC NOTES FROM THE MARKING CENTRE COMMUNITY AND FAMILY STUDIES

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Community and Family Studies. It provides comments with regard to responses to the 2004 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2004 Higher School Certificate Examination, the Marking Guidelines and other support documents that have been developed by the Board of Studies to assist in the teaching and learning of Community and Family Studies.

Section I

Part A Multiple Choice

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

Part B

Question 11

The better responses stated the meaning of quantitative and qualitative research methodologies. Candidates' answers were well-structured and were supported with relevant examples.

The weaker candidates stated the meaning of either quantitative or qualitative research methodologies. Responses were generally limited to one or two words, eg amount or opinions.

Question 12

The better responses stated the electronic source of data for secondary research eg internet, CD-ROMs and television, and sketched in general terms the limitations of the electronic source of data. Candidates used words such as ‘valid’, ‘reliable’ and ‘bias’.

The weaker responses misinterpreted the question and provided information about the electronic source of data being a ‘tool’ for research rather than the limitation, eg computers and the internet can be used to find information.

Question 13

This question required candidates to account for why homeless people do not usually access health care services. Candidates were required to clearly state reasons why homeless people do not usually access health care services, eg socioeconomic status, education, location, itinerant lifestyle, self-esteem.

The weaker responses were able to give one relevant point relating to why homeless people do not usually access health care services. For example: Homeless people do not have the finances to access health services.

Question 14

The better responses were able to propose a strategy, eg flexible work practices, alternative employment, home help, change the division of household duties, and then link these to how Shannon managed her multiple role expectations, therefore allowing her time to socialise with friends and to exercise.

The weaker responses proposed a strategy but did not link it to Shannon’s multiple role expectations. Candidates generally provided information about multiple role expectations.

Question 15

The better responses were able to recognise and name one relevant support service, eg Salvation Army, St Vincent de Paul Society, childcare services, Centrelink. Candidates then provided clear information about how the service supported the parent and carer. The better responses addressed the parent and carer separately. For example: Centrelink is a support service available to both parents and carers. It supports parents by providing them with financial assistance such as family allowance, it supports carers by providing carers with a carer payment.

The weaker responses were able to identify a support service; however, these candidates only talked briefly in terms of how the support service supported both the parents and carers in general.

Question 16

- (a) Excellent responses were able to name a relevant government policy or regulation and relate this to one of the groups identified in the syllabus. They were able to clearly outline a number of ways in which the selected policy or regulation supported the group. They were also able to provide relevant examples and communicate their ideas clearly.

Responses in the mid range provided a general description of a policy or regulation but did not name it. A large proportion of candidates identified a government support service rather than a specific government policy or regulation (many of these services are regulated by policies or regulations but candidates were not able to make this link). Candidates in this range were only able to outline one way in which the policy or regulation supported the group. Many candidates had difficulty clearly linking the policy or regulation to a specific group.

Weaker responses could only name a policy or regulation but not show how it supported the group, or they gave a general description about the group. Candidates in this range incorrectly selected community support services and showed how they supported the group.

- (b) Better responses were able to demonstrate extensive knowledge of two or more relevant equity issues faced by one of the groups identified in the syllabus. They were able to propose a range of new and existing management strategies and clearly demonstrate how they addressed each equity issue. Candidates used appropriate terminology and supported their discussion with relevant examples. Candidates were able to explain how the strategies enhanced wellbeing.

Responses in the mid range demonstrated a general knowledge of equity issues, or provided a list of issues for the selected group. They had a limited knowledge of management strategies and provided only a few examples. Candidates in this range were not able to link equity issues or management strategies to wellbeing.

Weaker responses identified only one equity issue and/or one management strategy. Candidates had difficulty understanding the term 'equity' and were not able to provide relevant examples or make any links to wellbeing.

- (c) Responses in the top range were able to identify and explain the needs that were of greatest priority for each group. They were then able to clearly link how each need impacts on access to resources, eg the homeless have a need for housing; if this is not met then they have no fixed address and cannot access money from Centrelink, which will then affect their ability to access resources such as food, clothing and housing, which will then impact on their physical wellbeing. Candidates were able to support their discussion with relevant examples and reflect on how limited access to resources impacts on wellbeing. Each group was addressed separately, with equal discussion and detail for each group.

Responses in the mid range were able to clearly identify the needs of each group, with many responses in this range describing all of the group's needs rather than selecting those of greatest priority. There was little attempt made to prioritise the needs and many candidates included individual needs as well as group needs. Responses in this range outlined how resources can meet needs rather than how needs impact on access to resources. There were no clear links made to wellbeing and it tended to be simply added at the end.

Weaker responses listed the needs of each group, many only identifying individual needs. Many responses gave examples of the types of resources that each group would access. Some candidates tried to compare the two groups, however this was not required by the question and resulted in a confused response.

Question 17

- (a) Excellent responses were able to give good examples of the roles teachers undertake as a carer. They also gave an explanation of each of the roles, and its impact on the wellbeing of those in their care. These candidates also used correct terminology to support their explanations. Some candidates only listed roles teachers undertook as a carer with little or no explanation, and there was no impact on the individual's wellbeing.

A few candidates merely repeated the question and stated only one role.

- (b) Candidates were able to distinguish well between planned and unplanned pregnancy. The better responses demonstrated a sound knowledge of the impact of planned and unplanned pregnancy on emotional wellbeing, using appropriate terminology such as self-esteem, self-confidence, depression and frustration. They also examined the impact on both the mother and the father.

Average responses were able to recognise the different impact the pregnancy had on parents, but did not express these in a clear manner using appropriate terminology. They referred to emotional wellbeing in general as being 'improved', 'enhanced' or 'reduced'.

Weaker responses restricted the discussion to planned pregnancy as a 'positive' and unplanned as a 'negative' and did not support this with relevant examples, eg planned is good because you are prepared and unplanned is bad because you are not.

- (c) Responses were varied in their discussion, emphasis and approach. Many candidates focused on the stem as a basis for discussion rather than using this to help them discuss gender influences on parenting relationships.

Candidates did not explicitly discuss the influence of gender-linked parenting practices on relationships and wellbeing. However, this was communicated through their general discussion.

Better responses provided examples of limits, discipline and/or parenting styles used for both male and female parents, for both male and female children. The examples used were mostly stereotypical, but these responses included discussion relating to the wellbeing of children, particularly physical and social. Positive and/or negative implications on relationships between parents, children and parent/child were given, such as bonding, improving communication, conflict and resentment.

Average responses were able to provide examples of limits, discipline and/or parenting styles used by parents for children. They typically did not provide examples for both genders. Few examples were given and generally there was little reference to the impact of parenting on relationships or to the wellbeing of children.

Weaker responses restricted their discussion to a few examples of stereotypical parenting practices, such as boys being allowed out later than girls, or general relationship comments such as girls get on better with their mums and dads like to play rough games with their sons. These responses did not justify points by giving reasons for parenting practices, or link practices to the impact on well being or relationships

Section II

Question 18

- (a) Most responses in part (a) were able to name an appropriate community program. The better responses supported their answer with relevant features of the program that aimed to provide assistance.
- (b) Better responses to part (b) provided both detailed and accurate knowledge of the evolution of child-related laws. Positive and/or negative issues associated with the effectiveness of the laws were clearly identified and integrated throughout their responses, with an indication of the relationship to a child's wellbeing made evident.

Average responses mostly indicated an understanding that changes had been made to child-related laws and outlined positive and/or negative issues associated with the laws. However, accurate details concerning the laws were less evident.

- (c) In part (c) better responses accurately assessed how both the government and the community meet the physical needs of the aged. Descriptions were detailed and accurate and these responses made frequent reference to physical needs and their impact upon the wellbeing of the aged.

Average responses provided relevant examples, however they contained shorter descriptions and less reference to the aged in terms of their wellbeing.

Weaker responses in all parts of Question 18 relied heavily upon generalisations that could be related to a study of the core unit, Groups in Context, which was perhaps an indication that the candidate had not carefully selected the option which had been studied in class.

Question 19

- (a) Better responses in part (a) were able to demonstrate a clear understanding of the effect of culture upon access to, and/or acceptance of, technology. The candidates supported their answer with relevant examples that related to both access and acceptance.
- (b) Better responses to part (b) provided both detailed and accurate knowledge of the positive and/or negative impacts of technology upon employment opportunities. Relevant examples were integrated throughout their responses with an indication of the relationship to wellbeing made evident.

Average responses clearly indicated the positive and/or negative impacts of technology upon employment. However examples were less relevant and often more historical in nature. There was also less evidence of the use of appropriate terminology.

- (c) Overall in part (c) candidates found it more difficult to identify appropriate technologies that clearly related to social problems. However, they were able to make a judgement about the general impact upon communities, which demonstrated their understanding of the issues. Better responses made accurate and perceptive links between technologies and either/both individual and community wellbeing. These responses were detailed, clear and logical.

Average responses inferred knowledge of technologies with shorter descriptions and little reference to communities in terms of their wellbeing.

Weaker responses in all parts of Question 19 relied heavily upon generalisations concerning technology and employment/communities, which was perhaps an indication that the candidate had not carefully selected the option which had been studied in class.

Question 20

- (a) Excellent responses provided a clear outline of a factor that impacts on work value and status. Examples included income, education, qualifications and type of work. A relevant example was given to support this factor; for example, doctors, due to their high income level and work that they do, are highly valued in society; high income provides greater opportunity to meet needs and attain material possessions that are higher status indicators in our society.

Weaker responses focused on stating a factor only and gave vague or no examples to support this factor. Many of these candidates demonstrated limited knowledge and understanding as to what was meant by value and status in relation to work.

- (b) Excellent responses demonstrated a detailed knowledge of a variety of relevant work patterns and practices. Candidates provided positive and negative aspects of the work patterns and practices mentioned, and were able to relate this to the case study. For example telecommuting may be an alternative work practice that would benefit Sue, Tony and the children: eg, Sue will still be earning an income and will be able to spend time with the children, but she may also feel socially isolated and may be unable to concentrate on work due to other family demands. These candidates were able to link their answer to wellbeing of all family members, give relevant examples and clearly communicate ideas. For example both Tony and Sue could work different shifts allowing one of the parents to be always home with the children, however this could have a negative impact on Tony and Sue's relationship due to the lack of time spent together.

Average responses had some knowledge of work patterns and practices and made very general references to the case study, such as 'this would be good for the family'. Better candidates related this knowledge specifically to the case study, for example 'part-time work would give Sue time to be with the family and assist the family financially as well as meeting Sue's social needs'. Average candidates implied wellbeing in their answer rather than explicitly referring to it in their discussion.

Weaker responses identified some patterns of work or practices but failed to discuss these in relation to the case study or the wellbeing of the family.

- (c) Excellent responses demonstrated a thorough, detailed and accurate knowledge about a variety of workplace structures and made a judgement as to how this structure meets both individual and group needs. Candidates were then able to link how this structure influences wellbeing. Answers were written clearly and relevant examples were given to support their discussion.

Average responses described in detail several workplace structures but did not assess how they met individual and group needs. Often these candidates made a very general statement at

the end of each paragraph, stating ‘this meets individual and group needs’. Many average candidates failed to show a broad understanding of workplace structures such as OH&S, awards, Trade Unions, Workers Compensation, and grievance procedures. Instead they gave a generalised discussion about working conditions or flexible work patterns only.

Weaker responses interpreted workplace structures to mean workplace patterns only, or concentrated their discussion on how work meets individual and/or group needs without referring to any workplace structures.

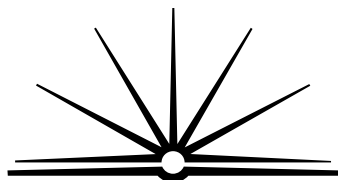
Overall, time management was a problem for many candidates. Parts (a) and (b) were often done well with little or no time left to do part (c) in the detail that was required.

Community and Family Studies

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I Part A			
1	1	Research methodology	H4.1
2	1	Research methodology	H4.1
3	1	Groups in context	H3.3
4	1	Groups in context	H4.1
5	1	Research methodology	H4.1
6	1	Groups in context	H3.1, H5.1
7	1	Parenting and caring	H2.1
8	1	Parenting and caring	H5.1
9	1	Parenting and caring	H2.1
10	1	Parenting and caring	H2.3
Section I Part B			
11	2	Research methodology	H4.1
12	2	Research methodology	H4.1
13	3	Groups in context	H1.1, H3.1
14	4	Parenting and caring	H2.1, H5.1, H5.2
15	4	Parenting and caring	H3.2, H5.2
Section I Part C			
16 (a)	5	Groups in context	H2.3, H3.3, H4.2
16 (b)	8	Groups in context	H2.3, H3.1, H4.2, H5.1
16 (c)	12	Groups in context	H2.3, H3.1, H4.2, H5.1
17 (a)	5	Parenting and caring	H2.1, H2.2, H4.2
17 (b)	8	Parenting and caring	H2.1, H2.2, H4.2
17 (c)	12	Parenting and caring	H2.1, H2.2, H3.4, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
Section II			
18 (a)	5	Family and societal interactions	H3.2, H3.3, H4.2, H6.2
18 (b)	10	Family and societal interactions	H2.3, H3.3, H3.4, H4.2
18 (c)	10	Family and societal interactions	H3.2, H3.3, H4.2, H6.2
19 (a)	5	Social impact of technology	H3.4, H4.2
19 (b)	10	Social impact of technology	H2.3, H3.4, H4.2
19 (c)	10	Social impact of technology	H3.4, H4.2
20 (a)	5	Individuals and work	H3.4, H4.2, H6.1
20 (b)	10	Individuals and work	H2.2, H3.4, H4.2, H5.2, H6.1
20 (c)	10	Individuals and work	H3.3, H4.2, H5.2, H6.1, H6.2



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

2004 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">States the meaning of quantitative and qualitative research methodologiesIdentifies essential qualities of quantitative and qualitative research methodologies	2
<ul style="list-style-type: none">States the meaning of quantitative and/or qualitative methodologies	1

Question 12

Outcomes assessed: H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Sketches in general terms the limitations of one electronic source of data for secondary research	2
<ul style="list-style-type: none">Provides some information about the limitations of electronic sources of data	1

Question 13

Outcomes assessed: H1.1, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Clearly states reasons why homeless people do not usually access health care services	3
<ul style="list-style-type: none">States one or more reason(s) why homeless people do not usually access health care services	2
<ul style="list-style-type: none">Makes one relevant point	1

Question 14*Outcomes assessed: H2.1, H5.1, H5.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Clearly puts forward one relevant strategyProvides clear information about how this strategy will enable Shannon to manage her multiple role expectations	4
<ul style="list-style-type: none">Puts forward one relevant strategyProvides some information about how this strategy will enable Shannon to manage her multiple role expectations	3
<ul style="list-style-type: none">Puts forward one strategyProvides limited information about multiple role expectations	2
<ul style="list-style-type: none">Makes one relevant point	1

Question 15*Outcomes assessed: H3.2, H5.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Recognises and names one relevant support service for parents and carersProvides clear information about how this agency supports parents and carers	4
<ul style="list-style-type: none">Recognises and names one support service for parents and carersProvides some information about how this agency supports parents and carers	3
<ul style="list-style-type: none">Recognises and names one support service for parents and/or carersProvides limited information about support for parents and/or carers	2
<ul style="list-style-type: none">Makes one relevant point	1

Section I, Part C**Question 16 (a)***Outcomes assessed: H2.3, H3.3, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Names a relevant government policy or regulation• Sketch in general terms how a government policy or regulation supports one group• Provides some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	4–5
<ul style="list-style-type: none">• Names a government policy or regulation• Provides some information about how a government policy or regulation supports one group• Provides limited examples• Communicates ideas in a basic form using limited terminology	2–3
<ul style="list-style-type: none">• Makes one relevant point	1

Question 16 (b)*Outcomes assessed: H2.3, H3.1, H4.2, H5.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides accurate characteristics and features of the equity issues faced by one group• Puts forward relevant management strategies to address equity issues• Shows how management strategies influence wellbeing• Provides relevant examples• Communicates ideas in a clear manner using appropriate terminology	7–8
<ul style="list-style-type: none">• Provides some characteristics and features or lists the equity issues faced by one group• Puts forward some management strategies to address equity issues• Shows some influences on wellbeing• Uses some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	5–6
<ul style="list-style-type: none">• Lists some equity issues faced by one group• Puts forward strategies to address general issues relevant to the group• Provides limited examples• Communicates ideas in a basic form using limited terminology	3–4
<ul style="list-style-type: none">• Provides limited information about the group• Communicates simple ideas	1–2

Question 16 (c)

Outcomes assessed: H2.3, H3.1, H4.2, H5.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed accurate knowledge about the specific needs of two groups • Makes judgements relating to prioritising needs and equitable access to resources • Shows how equitable access to resources influences wellbeing • Illustrates answer with relevant examples • Communicates ideas in a clear and logical manner using appropriate terminology 	11–12
<ul style="list-style-type: none"> • Demonstrates some accurate knowledge about the needs of two groups • Makes judgements relating to prioritising needs and/or equitable access to resources • Shows some influences on wellbeing • Provides relevant examples • Communicates ideas in a clear manner using appropriate terminology 	9–10
<ul style="list-style-type: none"> • Demonstrates some knowledge about the needs of two groups • Provides some information about prioritising needs and/or equitable access to resources • Provides some examples • Communicates ideas in a clear manner using some appropriate terminology 	6–8
<ul style="list-style-type: none"> • Demonstrates basic knowledge about the needs of one or two groups • Refers to prioritising needs and/or equitable access to resources • Provides limited examples • Communicates ideas in a basic form using limited terminology 	3–5
<ul style="list-style-type: none"> • Provides limited information about the needs of one or two groups and/or prioritising needs and/or equitable access to resources • Communicates simple ideas 	1–2

Question 17 (a)*Outcomes assessed: H2.1, H2.2, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms the role of teachers as carers• Provides some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	4–5
<ul style="list-style-type: none">• Provides some information about the role of teachers as carers• Provides limited examples• Communicates ideas in a basic form using limited terminology	2–3
<ul style="list-style-type: none">• Makes one relevant point	1

Question 17 (b)*Outcomes assessed: H2.1, H2.2, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Shows an understanding of the similarities and/or differences between planned and unplanned pregnancies• Demonstrates some accurate knowledge about how planned and unplanned pregnancies influence emotional wellbeing• Provides relevant examples• Communicates ideas in a clear manner using appropriate terminology	7–8
<ul style="list-style-type: none">• Shows some similarities and/or differences between planned and unplanned pregnancies• Demonstrates some knowledge of the emotional impact of parenting• Provides some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates basic knowledge of the emotional impact of parenting and planned and unplanned pregnancies• Provides limited examples• Communicates ideas in a basic form using limited terminology	3–4
<ul style="list-style-type: none">• Provides limited information about the emotional impact of parenting and/or planned and unplanned pregnancies• Communicates simple ideas	1–2

Question 17 (c)*Outcomes assessed: H2.1, H2.2, H3.4, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates detailed and accurate knowledge about how gender may influence the way parents set limits and discipline children• Provides the positive and/or negative gender influences on setting limits, discipline and parenting relationships• Shows how setting limits, disciplining and/or parenting relationships influences wellbeing• Illustrates answer with relevant examples• Communicates ideas in a clear and logical manner using appropriate terminology	11–12
<ul style="list-style-type: none">• Demonstrates some accurate knowledge about how gender influences the way parents set limits and discipline children• Provides some positive and/or negative gender influences on setting limits, discipline and parenting relationships• Shows some influences on wellbeing• Provides relevant examples• Communicates ideas in a clear manner using appropriate terminology	9–10
<ul style="list-style-type: none">• Demonstrates some knowledge about the way parents set limits and discipline children• Provides some gender influences on setting limits, discipline and/or parenting relationships• Provides some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	6–8
<ul style="list-style-type: none">• Demonstrates basic knowledge about how parents set limits, discipline children and/or parenting relationships• Provides some references to gender• Provides limited examples• Communicates ideas in a basic form using limited terminology	3–5
<ul style="list-style-type: none">• Provides limited information about parenting styles and relationships• Communicates simple ideas	1–2

Section II

Question 18 (a)

Outcomes assessed: H3.2, H3.3, H4.2, H6.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms the features of one community program targeting violence-related issues• Provides some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	4–5
<ul style="list-style-type: none">• Provides some information about one community program that targets violence-related issues• Provides limited examples• Communicates ideas in a basic form using limited terminology	2–3
<ul style="list-style-type: none">• Makes one relevant point	1

Question 18 (b)*Outcomes assessed: H2.3, H3.3, H3.4, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates detailed and accurate knowledge of the issues linked to child-related laws• Provides points for and/or against the effectiveness of child-related laws• Shows how legislation influences the wellbeing of children• Illustrates answer with relevant examples• Communicates ideas in a clear and logical manner using appropriate terminology	9–10
<ul style="list-style-type: none">• Demonstrates some accurate knowledge of the issues linked to child-related laws• Provides some points for and/or against the effectiveness of child related laws• Shows some influences of legislation on the wellbeing of children• Provides relevant examples• Communicates ideas in a clear manner using appropriate terminology	7–8
<ul style="list-style-type: none">• Demonstrates some knowledge of child-related laws• Provides some basic points for and/or against the effectiveness of child related laws• Provides some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates basic knowledge of child-related laws• Provides limited examples• Communicates ideas in a basic form using limited terminology	3–4
<ul style="list-style-type: none">• Provides limited information about child-related laws• Communicates simple ideas	1–2

Question 18 (c)

Outcomes assessed: H3.2, H3.3, H4.2, H6.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed and accurate knowledge about government and community support structures for the aged • Makes a judgement about how government and community structures meet the physical needs of the aged • Shows how government and community structures influence wellbeing • Illustrates answer with relevant examples • Communicates ideas in a clear and logical manner using appropriate terminology 	9–10
<ul style="list-style-type: none"> • Demonstrates some accurate knowledge of government and community support structures for the aged • Makes reference to how government and/or community meet the physical needs of the aged • Shows some influences on wellbeing • Provides relevant examples • Communicates ideas in a clear manner using appropriate terminology 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge about government and/or community support structures for the aged • Provides some information about the physical needs of the aged • Provides some relevant examples • Communicates ideas in a clear manner using some appropriate terminology 	5–6
<ul style="list-style-type: none"> • Demonstrates basic knowledge about government and/or community support structures for the aged • Refers to the needs of the aged • Uses limited examples • Communicates ideas in basic form using limited terminology 	3–4
<ul style="list-style-type: none"> • Provides limited information about government and/or community support structures and/or the aged • Communicates simple ideas 	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Sketch in general terms how culture affects access to and acceptance of technology• Provides some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	4–5
<ul style="list-style-type: none">• Provides some information about how culture effects access to and/or acceptance of technology• Provides limited examples• Communicates ideas in a basic form using limited terminology	2–3
<ul style="list-style-type: none">• Makes one relevant point	1

Question 19 (b)*Outcomes assessed: H2.3, H3.4, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates detailed and accurate knowledge of how improvements to technology have impacted on employment opportunities• Provides the positive and/or negative issues relating to the impact of technology on employment opportunities• Shows how technology and/or employment influence wellbeing• Illustrates answer with relevant examples• Communicates ideas in a clear and logical manner using appropriate terminology	9–10
<ul style="list-style-type: none">• Demonstrates some accurate knowledge of how improvements to technology have impacted on employment opportunities• Provide some positive and/or negative issues relating to the impact of technology on employment opportunities• Shows some influences on wellbeing• Provides relevant examples• Communicates ideas in a clear manner using appropriate technology	7–8
<ul style="list-style-type: none">• Demonstrates some knowledge of how improvements to technology have impacted on employment opportunities• Provides some basic issues relating to the impact of technology on employment opportunities• Provides some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates basic knowledge of the impact of technology on employment• Uses limited examples• Communicates ideas in a basic form using limited terminology	3–4
<ul style="list-style-type: none">• Provides limited information about technology and/or employment• Communicates simple ideas	1–2

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

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed and accurate knowledge about the impact of technologies on communities • Recognises and names technologies that have developed in response to social problems • Makes a judgement about how the identified technologies impact on communities • Shows how technology influences community wellbeing • Illustrates answer with relevant examples • Communicates ideas in a clear and logical manner using appropriate terminology 	9–10
<ul style="list-style-type: none"> • Demonstrates some accurate knowledge of the impact of technologies on communities • Recognises and names some technologies that have developed in response to social problems • Makes a reference to how the identified technologies impact on communities • Shows some influences on wellbeing • Provides relevant examples • Communicates ideas in a clear manner using appropriate terminology 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge of the impact of technologies on communities • Recognises and names some technologies • Provides some information about the impact of technologies on the community • Provides some relevant examples • Communicates ideas in a clear manner using some appropriate terminology 	5–6
<ul style="list-style-type: none"> • Demonstrates basic knowledge of the impact of technologies on communities • Refers to the impact of technologies on the community • Uses limited examples • Communicates ideas in basic form using limited terminology 	3–4
<ul style="list-style-type: none"> • Provides limited information about technologies and/or communities • Communicates simple ideas 	1–2

Question 20 (a)*Outcomes assessed: H3.4, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms one relevant factor on how people perceive the value and status of work• Provides some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	4–5
<ul style="list-style-type: none">• Provides some information about how people perceive the value and/or status of work• Provides limited examples• Communicates ideas in a basic form using limited terminology	2–3
<ul style="list-style-type: none">• Makes one relevant point	1

Question 20 (b)

Outcomes assessed: H2.2, H3.4, H4.2, H5.2, H6.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed and accurate knowledge of different patterns and practices of work • Provides the positive and/or negative aspects of patterns and practices of work relevant to the case study • Shows how different work patterns and/or practices influence the wellbeing of family members • Illustrates answer with relevant examples • Communicates ideas in a clear and logical manner using appropriate terminology 	9–10
<ul style="list-style-type: none"> • Demonstrates some accurate knowledge of different patterns and practices of work • Provides some positive and/or negative aspects of different patterns relevant to the case study • Shows some influences on wellbeing • Provides relevant examples • Communicates ideas in a clear manner using appropriate terminology 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge of different patterns and/or practices of work • Provides suitable patterns and/or practices of work relevant to case study • Provides some relevant examples • Communicates ideas in a clear manner using some appropriate terminology 	5–6
<ul style="list-style-type: none"> • Demonstrates basic knowledge of different patterns and/or practices of work • Provides limited examples • Communicates ideas in a basic form using limited terminology 	3–4
<ul style="list-style-type: none"> • Provides limited information about patterns and/or practices of work • Communicates simple ideas 	1–2

Question 20 (c)*Outcomes assessed: H3.3, H4.2, H5.2, H6.1, H6.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates detailed and accurate knowledge about workplace structures• Makes a judgement about whether workplace structures meet individual and group needs• Shows how workplace structures influence wellbeing• Illustrates answer with relevant examples• Communicates ideas in a clear and logical manner using appropriate terminology	9–10
<ul style="list-style-type: none">• Demonstrates some accurate knowledge of workplace structures• Makes reference to how workplace structures meet individual and group needs• Shows some influences on wellbeing• Provides relevant examples• Communicates ideas in a clear manner using appropriate terminology	7–8
<ul style="list-style-type: none">• Demonstrates some knowledge about workplace structures• Provides some information about individual and/or group needs• Provides some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates basic knowledge about workplace structures• Refers to individual and/or group needs• Uses limited examples• Communicates ideas in basic form using limited terminology	3–4
<ul style="list-style-type: none">• Provides limited information about workplace structures and/or individual needs and/or group needs• Communicates simple ideas	1–2