2008 HSC Notes from
the Marking Centre
Community and Family Studies

Contents

2008 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 2008 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 2008 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	B
2	D
3	D
4	C
5	A
6	C
7	B
8	B
9	A
10	D

Part B

Question 11

In the better responses, candidates accurately stated the meaning of surrogacy. A good sample answer was that surrogacy is an arrangement where a woman agrees to conceive, carry and give birth to a child to an individual or couple.

Question 12

Better responses provided characteristics and features of an appropriate ethical issue when conducting research. For example, privacy is an ethical issue and can be addressed by ensuring all details of the people involved in the research are kept anonymous. This can be done by not asking for names on questionnaires.

In the weaker responses, candidates only identified an ethical issue but did not provide any characteristics of that ethical issue or candidates listed several ethical issues but failed to describe them.

Question 13

Better responses clearly recognised and named two differences between the two age groups and provided reasons for the differences. These better responses communicated their ideas in an organised manner using appropriate terminology.

Mid-range responses recognised and named two differences and provided limited reasons for the differences.

Weaker responses provided some information on youth and debt or only listed the differences shown in the table.

Question 14

In the better responses, candidates demonstrated a sound knowledge and understanding about financial support for the chronically ill and provided a judgement. For example, Medicare could enhance the physical wellbeing by subsidising the costs incurred by visiting doctors and specialists. Payments from Centrelink will enhance their economic wellbeing as the chronically ill may need to take time off work to recover from their illness and these payments may provide some relief from expenses such as medicines, physiotherapists, specialised equipment. These better responses, provided relevant examples and communicated their ideas in an organised manner using appropriate terminology.

Mid-range responses provided a basic knowledge of financial support for the chronically ill and relate to wellbeing. Candidates talked about financial support but did not give examples of financial support or how financial support could be used.

Weaker responses provided some information on the chronically ill and/or wellbeing and/or financial support.

Question 15

Better responses demonstrated a sound understanding and knowledge of adoption and the unique challenges that both the adopted child and their social parents may face. Their ideas were communicated in an organised manner and appropriate terminology was used. Examples of unique challenges for the child included loss of sense of identity from the child if they did not look similar to their parents for example, being adopted from overseas. Other examples were the child feeling as those they don't fit in to the family, jealousy from other biological children and the adopted child wishing to find their biological parents. For the social parent, unique challenges included the emotional feelings if the adopted child wishes to locate biological parents, when to tell the child they are adopted, providing a sense of belonging for the child, the financial costs of adoption and the lengthy process required to adopt a child.

Mid-range responses did not address the unique challenges for both the adopted child and the social parent but did demonstrate a basic knowledge of adoption and issues arising from adoption.

Weaker responses provided only one or two relevant points about adoption and/or social parents. Some of the points mentioned were not unique challenges.

Part C

Question 16

(a)   Better responses demonstrated a thorough knowledge and understanding of the relationship between isolation and wellbeing of rural families. They included relevant examples. These responses were organised and demonstrated appropriate use of terminology. For example, both negative and positive impacts of isolation were included. Increased feelings of community spirit and individuals relying on each other were mentioned, linking to a sense of safety and security as well as improved socio-emotional wellbeing. A negative impact of isolation was the difficulty of accessing a range of services for example education, medical and employment.

Weaker responses provided some information about the impact isolation has on the wellbeing of rural families. Limited examples were given about the loneliness of living in remote areas.

(b)   Better responses demonstrated a sound knowledge and understanding of the difficulties experienced by the disabled in meeting the needs of housing and a sense of identity. For example, in terms of housing, the financial costs and time required to modify the dwelling to suit the special needs of the disabled were discussed. Sense of identity was clearly interpreted and stated that a lack of independence lowered self-esteem leading to a reduced sense of identity.

Weaker responses provided some information about the difficulties experienced in meeting the needs. Narrow examples were given about the need to modify steps with ramps and install railings. These responses showed a lack of understanding of sense of identity needs for the disabled.

(c)   Better responses demonstrated extensive knowledge and understanding of government policies and community structures in supporting two groups. For example, responses on the aged quoted several relevant government policies such as compulsory superannuation, the aged pension and Medicare benefits therefore promoting financial and health wellbeing. Community structures nominated were Meals on Wheels, Probus, Senior Citizens groups and local community services. These responses provided some analysis of the roles of government policies and community structures. Appropriate terminology was used and communicated in an organised manner.

Weaker responses provided some information on government policies and used narrow examples. Centrelink was frequently mentioned. Community structures tended to be localised for example, Bingo at the local Return Services League (RSL) club. The responses were communicated in a simple form.

Question 17

(a)   Better responses clearly outlined ways in which a parent's age may have an impact on parent/child relationships. Specific examples included energy levels, life experiences, knowledge of children, financial stability as well as job security.

Weaker responses were very general in nature, addressing either parent's age or parenting relationships.

(b)   Better responses demonstrated sound knowledge and understanding of the role of grandparents and childcare centres. They showed similarities and or differences between the impact of grandparents and child care centres on the children. They provided relevant examples such as grandparents teaching core family values, traditions and beliefs as compared to child care centres teaching educational and social skills.

Weaker responses demonstrated a basic knowledge of the role of grandparents and childcare centres. They identified the impact of grandparents and child care centres on children without drawing a comparison between the two.

The weakest responses provided some information about grandparents, childcare centres or children. These responses tended to focus on the reasons why parents may choose grandparents or childcare centres as carers. Some responses only addressed the impact of grandparents and childcare centres on children, with no mention of roles.

(c)   Better responses demonstrated an extensive knowledge and understanding of support groups and the contribution they make to family wellbeing. Positive and or negative aspects of the support groups' contribution to family wellbeing were provided and judgements were used to support discussion. A variety of relevant examples were well explained using appropriate terminology.

Mid-range responses provided a sound knowledge of support groups but did not always relate wellbeing to the family.

Weaker responses demonstrated basic knowledge of support groups or addressed support groups as a generic term and did not provide relevant examples.

Section II

Question 18

(a) Better responses demonstrated a sound knowledge about support groups and young people. The responses were illustrated with several relevant examples throughout. Ideas were communicated in an organised manner using appropriate terminology.

Mid-range responses sketched in general terms how the group or groups enhanced a young person's ability to function. These responses were communicated ideas in a basic form using some relevant technology.

The weaker responses provided one point about a support group or young people.

(b) Better responses demonstrated a sound understanding of entitlements for the aged and clearly showed the relationship between the entitlement and the ability of the aged to plan for retirement. They also provided several relevant examples of entitlements and how each one was involved in planning for retirement. Many responses also linked this to wellbeing.

Mid-range responses entitlements identified one or two and only made a reference to the relationship between the entitlement and the ability of the aged to plan for retirement.

Weaker responses had little knowledge of the aged, entitlements and planning for retirements and only made one mention of either the aged or entitlements or retirement.

(c) In the better responses, candidates demonstrated an extensive knowledge and understanding of the Government's role in ensuring children are supported and protected. They identified the relevant legislation explain it and then made valid judgements about the Government's role in the provision of rights and responsibilities contributing to wellbeing by supporting and protecting children. They were supported by relevant examples, and ideas were communicated in an organised manner using appropriate terminology.

Better responses demonstrated a sound knowledge and understanding of the Government's role in ensuring children are supported and protected. They identified an appropriate example of law and provided some explanation. They made some reference about the Government's role in the provision of rights and responsibilities contribution to wellbeing by supporting and protecting children. Some relevant examples were provided with ideas written in a logical manner using appropriate terminology.

Mid-range responses had a general knowledge of rights and/or responsibilities and their contribution to supporting and/or protecting children. Examples used were narrow. Generally there was no mention of wellbeing. Ideas were communicated in a clear manner using appropriate terminology.

Weaker responses provided some information about a right or responsibility or support or protection of children.

Question 19

(a) Better responses demonstrated a sound knowledge about technology and economic factors. They sketched in general terms how economic factors affect access to technology. Responses included relevant examples and effectively communicated ideas in an organised and logical manner using appropriate terminology

Mid-range responses demonstrated a basic knowledge of technology and economic factors and how economic factors affect access to technology with limited use of examples.

Weaker responses provided some information about economic factors or access to technology or provided one relevant point about technology or an economic factor.

(b) Better responses demonstrated a sound knowledge and understanding about technology and individual wellbeing. They examined how technology contributes to individual wellbeing and provided relevant examples. Ideas were communicated in an organised and logical manner.

Mid-range responses demonstrated a basic knowledge about technology and individual wellbeing, making some reference to the contribution technology makes to wellbeing. Ideas were presented in a clear manner using appropriate terminology.

Weaker responses provided some information about technology and or individual wellbeing.

(c) Better responses demonstrated an extensive knowledge and understanding of both the role and responsibilities of both the employer and employees in adopting technology in the workplace. They included valid judgements about how employers and employees adopt technology and its contribution to wellbeing. These responses were illustrated with relevant examples and ideas were communicated effectively in an organised manner using appropriate terminology.

Mid-range responses demonstrated a general knowledge of the role and or responsibilities of both the employer and employees in adopting technology in the workplace. These responses were illustrated with narrow examples and ideas were communicated in a basic form using appropriate terminology.

Weaker responses demonstrated a basic knowledge on the role and /or responsibilities of the employer and / or employees in adopting technology in the workplace. These responses had general examples and ideas were communicated in a basic form using basic terminology.

Question 20

(a) Better responses demonstrated a sound knowledge about how an individual's lifestyle needs are met through work. For example part time work may give the individual more flexibility to meet their lifestyle needs. The lifestyle needs most frequently outlined include: financial, social conscience, status and education. These responses also provided relevant examples which explained how these lifestyle needs were met by work. For example, people may choose a type of work that suits their lifestyle such as a park ranger. Choosing this type of work can satisfy lifestyle needs of enjoying the outdoors and fulfilling social conscience. The responses were written in an organised manner using appropriate terminology.

Mid-range responses demonstrated basic knowledge about how an individuals lifestyle needs are met through work. There was some relevant terminology to support the response. A more narrow response was provided focusing on social and/or financial lifestyle needs.

Weaker responses provided some information or one relevant point about how an individual's lifestyle needs or how one need is met through work and was communicated in a basic format. These responses often focused only on finance being provided by work.

(b) Better responses demonstrated a sound knowledge and understanding by making evident the relationship between the effects on family members when a parent changes employment. Responses indicated both the positive and negative impacts on all family members including the mother, father, children and in some cases the grandparents.
Specific examples of changes in employment were provided including changes in finance either increasing or decreasing due to promotion or demotion, changes in working hours, changes in location of employment or housing or travel time or changes in the pattern of work. Effects of these changes included such things as stress, relationship breakdowns, less/more time at home, change in roles within the home or within the workplace, and changes in social networks for parents and/or children. Responses were well organised, used appropriate terminology and illustrated their answer with relevant examples.

Mid-range responses demonstrated a basic knowledge about the effect on family members when a parent changes employment. These responses were not specific in the impact they had on individual family members or the type/s of changes in employment that could occur. These responses outlined at least one employment change and the impact on parents or children. Communication was clear with responses providing some appropriate terminology.

Weaker responses provided some information about the effect on a family member when a parent changes employment. These responses offer personal opinions and lacked an understanding of in the question.

(c) Better responses demonstrated an extensive knowledge and understanding of individual rights and responsibilities in the workplace for both employers and employees. Responses explained relevant workplace legislation and entitlements, such as occupational health and safety, anti-discrimination awards, leave entitlements, trade unions and grievance procedures. They also established how the implementation of this legislation impacted on the wellbeing of both employers and employees. These responses then drew valid judgments about how individual rights and responsibilities in the workplace contribute to wellbeing. Relevant examples were used to support the judgments including discussion on awards and agreements, working conditions, trade unions, safety in the workplace, rules and regulations, reasonable working requirements and discrimination, whether it be age disability or culture. These responses effectively communicated their ideas in an organised manner using appropriate terminology.

Mid-range responses demonstrated a sound knowledge and understanding of individual rights and responsibilities in the workplace and how they contribute to wellbeing. Often the information provided focused on employees rights with only some information on responsibilities and employer rights. Candidates referred to workplace entitlements and legislation in their workplace. The link to wellbeing was clearly made. The examples provided in these responses lacked depth with many relying on their knowledge of occupational health and safety, and anti discrimination. the responses were written clearly and used appropriate terminology throughout.

Weaker responses provided some basic knowledge or information about individual rights or responsibilities in the workplace. If examples were provided, they were very general. Some responses suggested a weak reference to wellbeing. Ideas proposed were simple and occasionally used basic terminology. Responses may have only addressed rights or responsibilities or were unable to distinguish between the two. Other responses only provided information on employees or employers or were unable to differentiate their examples.

Community and Family Studies

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I Part A			
1	1	Research methods	H4.1
2	1	Parenting and caring	H6.1
3	1	Groups in context	H2.2
4	1	Research methods	H4.1, H4.2
5	1	Parenting and caring	H1.1, H2.2, H6.2
6	1	Groups in context	H1.1, H2.2
7	1	Groups in context	H1.1, H2.2
8	1	Parenting and caring	H2.1
9	1	Research methodology	H4.1, H4.2
10	1	Research methodology	H4.1, H4.2
Section I Part B			
11	1	Parenting and caring	H2.1
12	2	Research methods	H4.1, H4.2
13	4	Research methods	H4.1, H4.2
14	4	Groups in context	H2.2
15	4	Parenting and caring	H2.1, H2.2, H3.4
Section I Part C			
16 (a)	4	Groups in context	H2.2, H3.1
16(b)	6	Groups in context	H1.1
16(c)	15	Groups in context	H3.3
17(a)	4	Parenting and caring	H1.1, H5.1
17(b)	6	Parenting and caring	H2.1, H2.2
17(c)	15	Parenting and caring	H3.2
Section II			
18(a)	4	Families and societal	H3.2
18(b)	6	Families and societal	H3.3
18(c)	15	Families and societal	H2.3
19(a)	4	Social impact of Tech	H3.4
19(b)	6	Social impact of Tech	H3.4
19(c)	15	Social impact of tech	H2.3
20(a)	4	Individuals and work	H2.2
20(b)	6	Individuals and work	H5.2
20(c)	15	Individuals and work	H2.3, H6.2

2008 HSC Community and Family Studies Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Community and Family Studies, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

(1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and

(2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Section I, Part B

Question 11

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• States meaning of surrogacy and identifies essential qualities	1

Answers could include:

- Surrogacy involves an arrangement between a woman and an individual or couple who would like to have a child.
- The woman agrees to conceive, carry and give birth to a child for the individual or couple.

Question 12

Outcomes assessed: H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
• Provides characteristics and features of an appropriate ethical issue when conducting research	2
• Identifies ONE ethical issue OR • ONE relevant point that needs to be considered when conducting research	1

Answers could include:

Ethics refers to the responsibility of the researcher to behave in a manner seen as acceptable and desirable by researchers and the community.

Ethical Guidelines could include

- confidentiality of the subject
- no details of the subjects involvement in the study can be disclosed unless consent is given
- rights of the subject should always be respected
- respect should be shown for feelings, age, culture, health and status
- careful wording of questions so as not to offend
- researcher must be honest and objective without bias
- data collection must be reliable
- all data presented without bias or tampering

Examples

- confidentiality of the subject so that honest responses can be obtained
- data presented without bias or tampering so valid conclusions can be drawn

Question 13

Outcomes assessed: H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
• Recognises and names TWO differences between the two age groups • Demonstrates a sound knowledge and gives reasons for the differences in debt between the two youth groups • Communicates ideas in an organised manner using appropriate terminology.	4
• Recognises and names TWO differences between the two age groups • Demonstrates basic knowledge and gives a reason for the differences in debt between the two youth groups • Communicates ideas in a basic form using some relevant terminology	3
• Provides some information about the debt of the youth groups OR • Lists differences • Communicates ideas using limited terminology	2
• Provides limited information about youth or debt	1

Answers could include:

Only two categories do not show any differences between the age groupings (personal loans, Centrelink debt). Significant differences are recorded in relation to mobile phone bills, car payment expenses, credit card debt and debt to friends. These differences can be explained with reference to different stages of the lifespan, especially rights and responsibilities that are accorded to young people. Other issues to consider are increase in workforce participation and increased disposable income. Legal age at 18 enables them to access credit and car loans etc.

Question 14

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge and understanding of financial support for the chronically ill • Draws valid judgements about how financial support contributes to the wellbeing of the chronically ill • Provides relevant example(s) • Communicates ideas in an organised manner using appropriate terminology	4
• Demonstrates a basic knowledge of financial support for the chronically ill and wellbeing of the chronically ill • Communicates ideas in a basic form using some relevant terminology	3
• Provides some information about financial support and/or chronically ill and/or wellbeing	2
• Provides limited information about financial support, chronically ill or wellbeing	1

Answers could include:

Financial Needs of the Chronically Ill

– Usually involves ongoing medical treatment/medical bills

– May require alterations to the home for eg ramps, handrails, seat in shower

– May have difficulty in gaining and maintaining employment and therefore may experience problems in satisfying their needs

Financial Needs maybe met by

– Sick allowance is available for people who are employed but are temporarily unable to work due to a medical condition

– Mobility allowance is available for people whose illness or disability prevents them from using public transport

– Affordable access to prescription medicine through the Pharmaceutical Benefits Scheme

– Adequate provision of medical and healthcare centres

– Provision of home help in the form of community nursing or carers, homecare and maintenance

Question 15

Outcomes assessed: H2.1, H2.2, H3.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge and understanding of adoption and the unique challenges adopted children and their social parents may experience • Illustrates answer with relevant example(s) • Effectively communicates ideas in an organised manner using appropriate terminology	4
• Demonstrates a basic knowledge of adoption and the unique challenges adopted children and/or their social parents may experience • Identifies issues relating to adoption for adopted children and/or parents • Communicates ideas in a basic form using some relevant terminology	3
• Provides some information about adopted children and/or about social parents adoption and/or issues they may experience	2
• Provides ONE relevant point about adoption, adopted children or social parents	1

Answers could include:

Adoption – a legal process where non biological parents gain legal rights and responsibilities for the care of the children.

Challenges that may be experienced by adopted children and their parents may include:

– When the child finds out they are adopted they may wish to locate their biological parents, having emotional effects on the child and the adoptive parents.

– It may be difficult for the adoptive child to develop a sense of identity and sense of belonging as they seek out their heritage.

– The adoptive child may become confused if they see themselves as different to the adoptive parents, particularly if they are of a different nationality. Adoptive parents may overcome this challenge by educating the adoptive child about their nationality, customs and traditions. Adoptive parents may encourage social interaction with other children of the same nationality.

– With inter country adoption the adopted child is still a migrant and must meet immigration laws. This may mean the child cannot become an Australian citizen until the age of eighteen and after a naturalisation ceremony takes place.

– If the family consists of both adoptive and biological children, interpersonal relationships may become more complex and feelings of jealousy and resentment may develop.

Section I, Part C

Question 16 (a)

Outcomes assessed: H2.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates sound knowledge and understanding of the relationship between isolation and wellbeing of rural families • Provides relevant example(s) • Communicates ideas in an organised manner using appropriate terminology	4
• Demonstrates basic knowledge and understanding of the relationship between isolation and wellbeing of rural families • Communicates ideas in a basic form using some relevant terminology	3
• Provides some information about the relationship between isolation and rural families or well being	2
• Provides limited information about rural families or isolation or well being	1

Answers could include:

Isolation may impact on the availability of resources and the ability to access resources. Specific issues to consider may be access to transport and communication technologies.

Services which may be scarce or difficult to access in isolated areas include:

- educational
- employment
- financial support
- health
- housing

Question 16 (b)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge and understanding by providing characteristics and features of the difficulties experienced by the disabled in meeting their housing and sense of identity needs • Illustrates answer with relevant examples • Communicates ideas in an organised manner using appropriate terminology	5–6
• Demonstrates a basic knowledge about the disabled and housing and/or sense of identity needs • Outlines the difficulties the disabled experience in meeting their needs • Communicates ideas in a clear manner using appropriate terminology	3–4
• Provides some information about disabled, housing needs or sense of identity needs	1–2

Answers could include:

The disabled may experience difficulties accessing resources as a result of the stigma associated with their condition and/or physical limitations imposed by their condition. Social circumstances and the provision and quality of services may also make it difficult to satisfy needs.

Specific issues to consider are:

- safety and security
- ability to communicate
- mobility
- the provision of legal rights
- access to services

Housing

- often need modifications to their house to enable them to live there independently

- home and community care program provides a range of services such as home nursing, delivered meals, home help transport, shopping and advice or assistance when required. This allows people with disabilities to remain in their own home

- some of the disabled may be discriminated against by landlords or real estate agents

Self Identity

- some people with disabilities require constant care and often have little sense of identity

Question 16 (c)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates extensive knowledge and understanding of government policies and community structures and the selected groups • Shows the relationship between government policies and community structures and the wellbeing of the selected groups • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology	13-15
• Demonstrates a thorough knowledge and understanding of government policies and/or community structures and the selected groups • Shows some link between government policies and/or community structures and the wellbeing of the selected groups • Provides some relevant example(s) • Communicates ideas in an organised manner using appropriate terminology	10-12
• Demonstrates a sound knowledge about the groups • Refers to the way government policies or community structures support the group(s) • Uses narrow examples • Communicates ideas in a clear manner using appropriate terminology	7-9
• Uses example(s) that rely on personal experience • Communicates ideas in a basic form using some relevant terminology AND/EITHER • Demonstrates basic knowledge about the groups • OR • Refers to government policies or community structures	4-6
• Provides some information about the groups or government policies or community structures • Communicates simple ideas	1-3

Answers could include:

Groups can include:

– Aged, chronically ill, cultural groups, families in crisis, disabled, gay and lesbian, rural families, sole parents, socioeconomically disadvantaged, the homeless, youth

– Government policies and community groups may address needs relating to housing, access to services, education, employment, health, financial support, security and safety, self-esteem, and sense of identity

– Specific issues to consider include how government policies and community groups may impact upon the legal and social definition of specific groups and the extent to which they assist in meeting the needs of the group

Question 17 (a)

Outcomes assessed: H1.1, H5.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge about a parents age and parenting relationship • Sketches in general terms TWO ways in which a parent's age impacts upon the parent-child relationship • Illustrates answer with relevant example(s) • Effectively communicates ideas in an organised manner using appropriate terminology	4
• Demonstrates basic knowledge about parent's age and parenting relationships • Sketches in general terms TWO ways in which a parent's age impacts upon the parent-child relationship • Communicates ideas in a basic form using some relevant terminology	3
• Provides some information about the influence of a parent's age or parenting relationships	2
• Provides ONE relevant point about a parent's age or parenting relationship	1

Answers could include:

Parenting and Caring

As the age of the parents increases, so does the chance of them possessing:

–   parenting knowledge and skills through a greater variety of life experiences

–   greater career security

–   greater financial security

Younger parents may be:

–   more energetic and enthusiastic as parents to begin with

–   better able to tolerate noise and energy levels of active babies and toddlers

–   more flexible to adjust to needs of babies and toddlers

Question 17 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge and understanding of the role of grandparents and childcare centres • Show similarities and/or differences between the impact of grandparents and childcare centres on the children • Illustrates answer with relevant example • Communicates ideas in an organised manner using appropriate terminology	5-6
• Demonstrates a basic knowledge of the role of grandparents and childcare centres • Shows the impact of grandparents and childcare centres on children • Communicates ideas in a clear manner using appropriate terminology	3-4
• Provides some information about grandparents, childcare centres or children	1-2

Answers could include:

Grandparents

– Instil family values, traditions, culture, knowledge and experience to children

– Provide unconditional love and support

– Informal source of childcare

– Develop strong and lasting bonds

Childcare Centres

– Offer organised activities, sleep, rest, meals and toys that the family may not be able to provide

– Greater opportunity for "messy" play

– Provide opportunities for interaction with other children

– Able to develop and practise socially acceptable skills

– Formal source of childcare

Question 17 (c)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates extensive knowledge and understanding of support groups and the contribution they make to family wellbeing • Provides positive and/or negative aspects of the support groups contributions to family well-being • Makes a judgement about the contribution • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology	13-15
• Demonstrates a thorough knowledge and understanding about support groups and the contributions they make to the family • Provides some aspects of the groups contributions to family wellbeing • Provides relevant example (s) • Communicates ideas in an organised manner using appropriate terminology	10-12
• Demonstrates a sound knowledge about the groups • Refers to contributions to the family and well being • Uses narrow example(s) • Communicates ideas in a clear manner using appropriate terminology	7-9
• Uses examples(s) that rely on personal experience • Communicates ideas in a basic form using some relevant terminology AND/EITHER • Demonstrates basic knowledge about support group OR • Refers contribution to family	4-6
• Provides some information about support group or contribution to the family • Communicates simple ideas	1-3

Answers could include:

1. Health services offer advice and resources to manage medical and health issues eg:

   a) Tresillian or Karitane Family Care Centres – provide advice and support for parents with children under the age of 3 years.
   b) Community Health Centres – provide advice and information to parents about parenting issues, check children's progress.

Question 17 (c) (cont)

2. Welfare agencies – provide resources to help meet the needs of parents and families eg:

   a) Salvation Army – provide social and emotional support, information, counselling, accommodation, financial support.
   b) St Vincent de Paul Society – offers childcare, emergency accommodation, counselling, material assistance.

3. Parenting Groups – offer advice, information and support for all parents eg:

   a) Parentline – free telephone service for people who want information and advice about caring for children.
   b) The Multiple Birth Association – refers parents of twins and other multiple births to their nearest club for information, support and social contacts.
   c) The Australian Breastfeeding Association – offers support, encouragement and information to mothers who wish to breastfeed.

4. Community Groups – associations in local areas that offer services for parents and children to meet their parenting needs eg:

   a) Playgroups – arrange for a group of parents and their children under five years of age to meet regularly for company, support and use the available play facilities.
   b) Churches and charities – offer spiritual and financial support to families in need, or who are experiencing illness or other times of difficulty.

5. Government Agencies – various levels of Government offer payments, services and advice to the public eg:

   a) Department of Community Services – provides information on family assistance, youth and student support, child support and support for people with a disability.
   b) Centrelink – offers a range of information and government payments including Parenting Payment, Family Assistance, Child support and Family Tax Benefits.

6. Childcare Services – provide care for children while the parent works or has other responsibilities eg:

   a) Long Day Care Services – care for children age 0-6 years 5 days per week. Provide guidance and support for parents on issues relating to the care and education of children.
   b) Occasional Care Services – offered for short periods for parents to attend appointments or social participation.
   c) Family Day Care – care for children provided in a person's home during the hours of about 6am – 7pm.

Section II

Question 18 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge about support groups and young people • Sketches in general terms how the groups enhance young person's ability to function • Illustrate answer with relevant example(s) • Effectively communicates ideas in an organised manner using appropriate terminology	4
• Demonstrates basic knowledge about support groups and young people • Sketches in general terms how the group/s enhance a young person's ability to function • Communicates ideas in a basic form using some relevant terminology	3
• Provides some information about support group/s or young people or their ability to function	2
• Provide ONE relevant point about a support group or young people	1

Answers could include:

Family and Societal Interactions

Supports groups to enhance a young person's ability to function include:

- Health Care Services

    – Aid in the prevention and treatment of mental health issues, sexual health, overall health improvement

- Church Youth Groups

    – Provide social activities and spiritual advice and support for youth

- Anglicare Youth Services

    – Enhance community awareness and to meet all of the needs of youth by social justice, coordinating social policy and research into youth issues and assisting in issues of poverty and marginalisation.

Question 18 (a) (continued)

- Wesley Dalmar Child and Family Services

    – Assist youth in family relationships, connect with services and assisting young people to identify life goals. This assists youth with developing a positive identity and enhancing their emotional wellbeing.

- Leisure and Recreation

    – Programs designed to increase fitness and health, sporting and social activities. This enhances the overall health and wellbeing socially, emotionally and physically of youth.

- Youth Advisory Council

    – Provide social activities and spiritual advice and support for youth. Advises the Government on youth concerns, policies and youth programs.

- Bullying and Violence support Services

    – Works in conjunction with schools to decrease bullying, assisting victims of sexual and physical abuse. This enhances self esteem and provides positive emotional and social interactions for youth.

Question 18 (b)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge and understanding of entitlements for the aged • Makes clear the relationship between entitlements for the aged and their ability to plan for retirement • Provides relevant examples(s) • Communicates ideas in an organised manner using appropriate terminology	5-6
• Demonstrates a basic knowledge of entitlements for the aged • Refers to the relationship between entitlements and the ageds' ability to plan for retirement • Communicates ideas in clear manner using appropriate terminology	3-4
• Provides some information about the aged, entitlements or retirement	1-2

Answers could include:

Entitlements for the aged and how they contribute to their ability to plan for their retirement include:

- Aged Pension – Centrelink provides a fortnightly payment to Australian residents who are 65 years or over, being a couple or single, to assist financially. A mature age allowance can be paid to those who are aged 60 and over but less than the pension age.

- Health Care Assistance – a pharmaceutical allowance is paid by Centrelink to ensure that the aged have access to low-cost health services.

- Travel and other Concessions eg Seniors Card – the Commonwealth Government provides seniors with a card that allows people over the age of 60 access to travel concession and other discounted fares eg entry into events.

- Rebates

  – telephone concession is paid to people who are in receipt of a pension each quarter, to assist in the payment of telephone bills.
  – other concessions such as a free license each year and discounted land rates are given to those on a pension.

- Superannuation Provisions

  – It is compulsory for all employers to provide superannuation benefits to all employees on retirement.
  – Flexible work patterns and phased retirement assists in the extension of superannuation provisions.

- Retiring Age Recognition – the Commonwealth Government recognises that not all people retire at the same age, therefore employers offering phased retirement and the support of a mature-aged pension for those who are not considered the age for the aged pension.

Question 18 (c)

Outcomes assessed: H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an extensive knowledge and understanding of the Government's role in ensuring children are supported and protected • Draws valid judgments about the Government's role in the provision of rights and responsibilities contributing to wellbeing by supporting and protecting children • Illustrates answer with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology	13–15
• Demonstrates a sound knowledge and understanding of the Government's role in ensuring children are supported and protected • Makes some reference about the Government's role in the provision of rights and responsibilities contributing to wellbeing by supporting and protecting children • Provides relevant example(s) • Communicates ideas in an organised manner using appropriate terminology	10–12
• Demonstrates a general knowledge of rights and/or responsibilities and their contribution to supporting and/or protecting of children • Use narrow example(s) • Communicates ideas in a clear manner using appropriate terminology	7–9
• Demonstrates a basic knowledge of rights and/or responsibilities • Refers to support or protection of children • Uses example(s) that rely on personal experience • Communicates ideas in a basic form using some relevant terminology	4–6
• Provides some information about right or responsibilities or support or protection of children	1–3

Answers could include:

Stage of Life Span	Right/Responsibility	Support and Protection Provided
Children	• Child support (Assessment) Act 1989 • Children (Care and Protection) Act 1987 • Minors (Property and Contract) Act 1970 • Family Provision Act 1982	• Ensure child is catered for financially • Removes children from neglectful or abusive situations • Protects children from being exploited if entering a contract buying a mobile phone • Assists dependants who are not provided for in a Will

Question 19 (a)

Outcomes assessed: H3.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge about technology and economic factors • Sketches in general terms how economic factors affect access to technology • Illustrates answer with relevant example(s) • Effectively communicates ideas in an organised manner using appropriate terminology	4
• Demonstrates basic knowledge about technology and economic factors • Sketches in general terms how economic factors affect access to technology • Communicates ideas in basic form using some relevant terminology	3
• Provides some information about economic factors or access to technology	2
• Provides ONE relevant point about technology or economic factor/s	1

Answers could include:

Economic factors may influence equity, impacting upon access to and acceptance of technology. Economic factors can influence who accesses technology, when they access it and where they access it.

In particular, economic factors may determine:

– access of particular social groups or individuals to technology
– the geographical distribution of technology
– when a technology emerges
– the way in which technology is used

Question 19 (b)

Outcomes assessed: H3.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge and understanding about technology and individual wellbeing • Inquires into how technology contributes to individual wellbeing • Provides relevant example(s) • Communicates ideas in an organised manner using appropriate terminology	5-6
• Demonstrates a basic knowledge about technology and individual wellbeing • Refers to the contribution technology makes to wellbeing • Communicates ideas in a clear manner using appropriate terminology	3–4
• Provides some information about technology and/or individual wellbeing	1–2

Answers could include:

Technology can assist individual wellbeing by improving health, education, communications, leisure, finances, transport, job satisfaction and consumer services.

Specifically technology can contribute:

– Technical wellbeing eg; ability to control the environment

– Practical wellbeing eg; understanding and communicating in the world we know

– Emancipatory wellbeing eg; ability to participate effectively in a variety of situations

Question 19 (c)

Outcomes assessed: H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates extensive knowledge and understanding on the role and responsibilities of employers and employees in adopting technology in the workplace • Draws valid judgments about how employers and employees adopt technology in the workplace and its contribution to wellbeing • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology	13–15
• Demonstrates a sound knowledge and understanding on the role and/or responsibilities of employers and employees in adopting technology in the workplace • Makes some reference to how employers and employees adopt technology in the workplace and its contribution to wellbeing • Provides some relevant examples • Communicates ideas in an organised manner using appropriate terminology	10–12
• Demonstrates a general knowledge on the role or responsibilities of employers and/or employees in adopting technology in the workplace • Uses narrow examples • Communicates ideas in a clear manner using appropriate terminology	7–9
• Demonstrates a basic knowledge on the role or responsibilities of employers and/or employees in adopting technology in the workplace • Uses examples that rely on personal experience • Communicates ideas in a basic form using some relevant terminology	4–6
• Provides some information about roles or responsibilities in the workplace or adopting technology in the workplace • Communicates simple ideas	1–3

Answers could include:

Technology has had positive and negative effects on paid work, redefining work, the workplace structure, attitudes towards work and implications for career pathways. Specifically, technology can impact on job definition, job satisfaction, workplace structure, efficiency, training, time worked and work patterns, such as workplace participation.

Question 20 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge about how an individual's lifestyle needs are met through work • Sketches in general terms how an individual's lifestyle needs are met through work • Illustrates answer with relevant example(s) • Effectively communicates ideas in an organised manner using appropriate terminology	4
• Demonstrates a basic knowledge about how an individual's lifestyle needs are met through work • Sketches in general terms how an individual's lifestyle needs are met through work • Communicates ideas in a basic form using relevant terminology	3
• Provides some information about how an individual's lifestyle need is met through work	2
• Provides ONE relevant point about how an individual's lifestyle need is met through work	1

Answers could include:

The type of work can affect the lifestyle of a person as they may be influenced by the workplace; have greater or lesser time available, more or less financial resources available. The more a worker is renumerated for a job, the higher the self-esteem and pride of an employee. People may choose work based on the lifestyle it allows them to lead ie; travel, ability to work indoors or outdoors, social activities, such as sports that may be provided by the workplace, work patterns and shifts.

Question 20 (b)

Outcomes assessed H5.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge and understanding by making the relationship between the effects on family members when a parent changes employment evident • Illustrates answer with relevant example(s) • Communicates ideas in an organised manner using appropriate terminology	5–6
• Demonstrates a basic knowledge about the effect on family members when a parent changes employment • Outlines the effect on family members when a parent changes employment • Communicates ideas in a clear manner using appropriate terminology	3–4
• Provides some information about the effect on family members when a parent changes employment	1–2

Answers could include:

A change in employment can impact upon:

- the nature of work
- patterns of work
- the way in which individual and group needs are met through work

In terms of a parent changing employment, impacts upon the family members might include:

- role expectations, especially in terms of how roles are negotiated and shared in a family
- the management of resources, specifically as it relates to time, money and provision of support networks

Question 20 (c)

Outcomes assessed: H2.3, H6.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates extensive knowledge and understanding of individual rights and responsibilities in the workplace • Draws valid judgements about how individual rights and responsibilities in the workplace contributes to wellbeing • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology	13–15
• Demonstrates a sound knowledge and understanding of individual rights and responsibilities in the workplace • Shows how individual rights and responsibilities in the workplace contributes to wellbeing • Provides some relevant examples • Communicates ideas in an organised manner using appropriate terminology	10–12
• Demonstrates a general knowledge of individual rights and responsibilities in the workplace • Provides some information about how individual rights and responsibilities in the workplace contributes to wellbeing • Uses narrow examples • Communicates ideas in a clear manner using appropriate terminology	7–9
• Demonstrates basic knowledge about individual rights or responsibilities in the workplace • Refers to how individual rights or responsibilities in the workplace contributes to wellbeing • Uses examples that rely on personal experience • Communicates ideas in a basic form using some relevant terminology	4–6
• Provides some information about individual rights or responsibilities in the workplace or wellbeing • Communicates simple ideas	1–3

Answers could include:

Rights and responsibilities in the workplace may relate to employees and employers. Rights which may contribute to wellbeing include:
– Access to education and training
– Wages paid according to award or agreement
– Fair and equitable working conditions
– Belonging to a trade union
– To feel safe in the workplace

Responsibilities which may contribute to wellbeing include:

– Provision of entitlements eg sick leave
– Wages paid according to award or agreement
– Following rules and regulations
– Performing reasonable tasks required