



2009 HSC Community and Family Studies Marking Guidelines

Section I

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

Section I, Part B

Question 11

Outcomes assessed: H4.2

MARKING GUIDELINES

Criteria	Marks
• Provides limitations of observation as a research methodology	2
• Identifies a limitation of observation as a research methodology	1

Question 12

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Explains how access to education impacts on the wellbeing of the disabled	3
• Provides some information on how access to education can affect the wellbeing of the disabled • Communicates ideas in a basic form using limited terminology	2
• Provides one relevant point about access to education or the impacts upon the disabled	1

Question 13*Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates sound knowledge and understanding of why self-esteem is an important need for young people	3
<ul style="list-style-type: none">• Demonstrates basic knowledge and understanding of the relationship between meeting self-esteem needs of youth and their wellbeing• Communicates simple ideas in basic form using limited terminology	2
<ul style="list-style-type: none">• Provides one relevant point on self-esteem	1

Question 14*Outcomes assessed: H5.2, H2.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Sketch in general terms TWO strategies a carer may use to meet the social needs of an elderly person	3–4
<ul style="list-style-type: none">• Provides some information on a strategy that a carer may use to meet the social needs of an elderly person• Communicates ideas in a basic form using limited terminology	2
<ul style="list-style-type: none">• Provides one relevant point about a carer meeting the needs of an elderly person	1

Question 15*Outcomes assessed: H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Proposes the reasons the percentage of 0–4 years age group varies with EACH family type• Effectively communicates ideas in an organised manner using appropriate terminology	3
<ul style="list-style-type: none">• Proposes reasons the percentage of 0–4 years age group varies with TWO family types• Communicates in a basic form using some limited terminology	2
<ul style="list-style-type: none">• Proposes one reason the percentage of 0–4 years age group varies with ONE family type	1

Question 16 (a)*Outcomes assessed: H5.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Outlines features of a community service group that meets the need of a family in crisis• Effectively communicates ideas in an organised manner using appropriate terminology	4
<ul style="list-style-type: none">• Identifies one community service group that meets the needs of a family in crisis• Communicates in a basic form using some relevant terminology	3
<ul style="list-style-type: none">• Provides basic information about the community service group that meets the needs of a family in crisis	2
<ul style="list-style-type: none">• Provides one relevant point about community service groups or a family in crisis	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound knowledge of why TWO needs are of high priority for the aged• Illustrates answer with relevant examples• Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates a basic knowledge of why TWO needs are of high priority for the aged• Illustrates answer with some relevant examples• Communicates ideas in a clear manner using appropriate terminology	3–4
<ul style="list-style-type: none">• Provides some information about the needs of the aged• Communicates simple ideas using limited terminology	1–2

Question 16 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the selected groups • Describes ways of resolving conflict with each group and links to wellbeing • Provides relevant examples linked to the arguments or suggestions • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound knowledge and understanding of the selected groups • Identifies ways of resolving conflict with each group • Provides relevant examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a general knowledge of the selected group/s or sound knowledge of ONE group • Describes the conflict that exists between each group/s and the wider community and/or identifies limited ways of resolving conflict with each group • Uses narrow examples • Communicates ideas in a clear manner using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge of the selected group/s or general knowledge of ONE group • Identifies conflict that exists with one group/s and the wider community • Uses narrow examples • Communicates ideas in a basic form using some relevant terminology 	4–6
<ul style="list-style-type: none"> • Provides some information about the selected group/s • Examples rely on personal experience • Communicates simple ideas using limited terminology 	1–5

Section I, Part C

Question 17 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates sound knowledge of the impact of a special needs child upon the family's time management• Illustrates answer with relevant examples• Effectively communicates ideas in an organised manner using appropriate terminology	4
<ul style="list-style-type: none">• Demonstrates basic knowledge of the impact of a special needs child upon time management• Communicates ideas in simple form using some relevant terminology	3
<ul style="list-style-type: none">• Provides some information about special needs or time management strategies	2
<ul style="list-style-type: none">• Provides a relevant point concerning either special needs or a time management strategy	1

Question 17 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates sound knowledge and understanding of how the socio-economic status of a family influences the relationship of parenting and caring• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates basic knowledge of how socio-economic status of a family influences the parenting and caring relationship• Provides limited example/s• Communicates ideas in a basic form using some relevant terminology	3–4
<ul style="list-style-type: none">• Provides a relevant example or point on socio-economic status of a family• Communicates simple ideas using limited terminology	1–2

Question 17 (c)*Outcomes assessed: H2.2, H5.1, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an extensive knowledge and understanding of suitable strategies that assist carers in meeting the needs of those in their care in more than one circumstance• Demonstrates understanding of the carer role• Illustrates response with relevant examples• Effectively communicates ideas in an organised manner using appropriate terminology	13–15
<ul style="list-style-type: none">• Demonstrates a sound knowledge and understanding of strategies that can be implemented to assist carers in meeting the needs of those in their care• Refers to more than circumstance• Refers to carer role• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology	10–12
<ul style="list-style-type: none">• Demonstrates a general knowledge and understanding of strategies that can be implemented to assist carers in meeting the needs of those in their care• Provides limited example/s• Communicates ideas in a clear manner using appropriate terminology	7–9
<ul style="list-style-type: none">• Puts forward a basic understanding of strategies that can be implemented to cope with changing circumstances• Communicates ideas in a basic form using some relevant terminology	4–6
<ul style="list-style-type: none">• Limited knowledge of circumstances that lead to an individual requiring care• Limited knowledge of a strategy used	1–3

Section II

Question 18 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates sound knowledge of how the community contributes to young people's leisure and recreation• Communicates ideas in an organised manner using appropriate terminology	4
<ul style="list-style-type: none">• Demonstrates basic knowledge of how the community contributes to young people's leisure and recreation• Communicates ideas in a basic form using appropriate terminology	3
<ul style="list-style-type: none">• Provides some information on young people's leisure and recreation• Communicates simple ideas	2
<ul style="list-style-type: none">• Makes a relevant point about young people's leisure and recreation	1

Question 18 (b)

Outcomes assessed: H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound knowledge and understanding of the role of governments in assisting young people to become young adults• Provides features and characteristics of how governments assist young people to become adults• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates a basic knowledge of the role of government in assisting young people to become young adults• Provides features and characteristics of how governments assist young people to become adults• Provides limited example/s• Communicates ideas in a basic form using some relevant terminology	3–4
<ul style="list-style-type: none">• Provides some information about the role of government in assisting young people to become young adults• Communicates simple ideas using limited terminology	1–2

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

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of community programs that focus on violence related issues • Draws valid judgements of the effectiveness of community programs in supporting and protecting individuals and families • Links the impact of community programs to the wellbeing of individuals and families • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of community programs that focus on violence related issues • Makes a link between community programs and support and protection for individuals and families • Describes some ways community programs impact on the wellbeing of individuals and families • Provides relevant examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of community programs that focus on violence related issues • Provides some information on how community programs support and protect individuals and families or wellbeing • Provides limited example/s • Communicates ideas in a clear manner using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge of community programs that focus on violence related issues • Refers to how community programs support and protect individuals and families • Communicates ideas in a basic form using limited terminology 	4–6
<ul style="list-style-type: none"> • Provides some information about community programs that focus on violence related issues • Communicates simple ideas 	1–3

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a definition of technology• Provides relevant examples• Communicates ideas in a clear manner using appropriate terminology	4
<ul style="list-style-type: none">• Provides some information to form a broad definition of technology• Provides some relevant examples• Communicates ideas in a clear manner using appropriate terminology	3
<ul style="list-style-type: none">• Provides some relevant information on technology or provides relevant examples• Communicates simple ideas	2
<ul style="list-style-type: none">• Makes a relevant point about technology or provides an example	1

Question 19 (b)*Outcomes assessed: H3.4, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound knowledge and understanding of the impact of communication technology on interpersonal relationships in families• Provides features and characteristics of how communication technology impacts on interpersonal relationships in families• Shows how communication technology impacts on families• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates basic knowledge on how communication technology impacts on interpersonal relationships in families• Makes some reference to the impact of communication technology on families• Communicates ideas in a basic form using some relevant terminology	3–4
<ul style="list-style-type: none">• Provides some information on communication technology• Communicates simple ideas using limited terminology	1–2

Question 19 (c)

Outcomes assessed: H4.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of how ethical and privacy issues relate to technological development • Provides points for and against ethical and privacy issues relating to the development of technology • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates a thorough knowledge and understanding of how ethical and privacy issues relate to technological development • Provides points for and/or against ethical and privacy issues relating to the development of technology • Links ethical and privacy considerations to the development of technology • Provides limited examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound knowledge on how ethical and/or privacy issues relate to technological development • Provides some information on how ethical and privacy issues relate to technological development • Provides limited example/s • Communicates ideas in a clear manner using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge on how ethical and/or privacy issues relate to technological development • Communicates ideas in a basic form using some relevant terminology 	4–6
<ul style="list-style-type: none"> • Provides some information about ethical or privacy issues relating to technological development • Communicates simple ideas 	1–3

Question 20 (a)*Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates sound knowledge of job share and seasonal and job share work patterns• Shows how seasonal and job share work patterns benefit a variety of individuals• Communicates ideas in an organised manner using appropriate terminology	4
<ul style="list-style-type: none">• Demonstrates basic knowledge of seasonal and job share work patterns• Provides basic information on how seasonal and job share work patterns benefit individuals• Communicates ideas in a basic manner using relevant terminology	3
<ul style="list-style-type: none">• Provides some information on how seasonal and job share work patterns benefit individuals• Communicates simple ideas	2
<ul style="list-style-type: none">• Provides a relevant point about either work pattern or benefit	1

Question 20 (b)*Outcomes assessed: H5.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound knowledge of the impact on the wellbeing of family members when one individual takes on most of the work in the house• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates a basic knowledge of the impact on the wellbeing of family member(s) when one individual takes on most of the work in the house• Provides limited example(s)• Communicates ideas in a basic form using some relevant terminology	3–4
<ul style="list-style-type: none">• Provides some information pertaining to the impact of work on wellbeing• Communicates simple ideas using limited terminology	1–2

Question 20 (c)
Outcomes assessed: H3.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the role of supportive workplace structures and how they contribute to efficient work practices • Draws valid judgements on how supportive workplace structures contribute to efficient work practices • Links supportive workplace structures to the wellbeing of individuals • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of supportive workplace structures to efficient work practices • Competently identifies and explains the contribution of supportive workplace structures to efficient work places • Provides relevant examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound knowledge of the role of supportive workplace structures • Demonstrates sound understanding of how supportive workplace structures contribute to efficient work practices • Provides relevant example/s • Communicates ideas in a clear manner using some appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge about the role of supportive workplace structure(s) and/or efficient work practices(s) • Communicates ideas in a basic form using some relevant terminology 	4–6
<ul style="list-style-type: none"> • Provides some information about the role of supportive workplace structure(s) or efficient work practice(s) • Communicates simple ideas 	1–3

Community and Family Studies

2009 HSC Examination Mapping Grid

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