



BOARD OF STUDIES
NEW SOUTH WALES

2010 HSC Community and Family Studies Marking Guidelines

Section I, Part A

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

Section I, Part B

Question 21

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding of the advantages and disadvantages of obtaining information from print sources and people/individuals• Effectively communicates ideas, issues and opinions in an organised logical and coherent manner, using appropriate terminology	7–8
<ul style="list-style-type: none">• Demonstrates thorough knowledge and understanding of the advantages and disadvantages of obtaining information from print sources and people/individuals• Competently communicates ideas, issues and opinions in an organised logical and coherent manner, using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates a sound knowledge and understanding of the advantages and/or disadvantages of obtaining information from print sources and people/individuals• Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology	3–4
<ul style="list-style-type: none">• Demonstrates a basic knowledge and understanding of the advantages and/or disadvantages of obtaining information from print sources or people/individuals• Communicates ideas and opinions in basic form using some relevant terminology	2
<ul style="list-style-type: none">• Makes one relevant point about conducting research	1

Question 22

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of TWO of the most significant needs of the socioeconomically disadvantaged • Clearly justifies choices by drawing a relationship between the needs and the group • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	5–6
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of TWO of the most significant needs of the socioeconomically disadvantaged OR • Demonstrates thorough knowledge and understanding of ONE significant need of the socioeconomically disadvantaged • Identifies a relationship between the needs and the group • Communicates ideas, issues and opinions in a clear logical way, using appropriate terminology 	3–4
<ul style="list-style-type: none"> • Demonstrates basic knowledge of need(s) of the socioeconomically disadvantaged • Communicates ideas and opinions in basic form using some relevant terminology 	2
<ul style="list-style-type: none"> • Makes one relevant point about needs of the socioeconomically disadvantaged 	1

Question 23 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Identifies an appropriate research methodology to collect data 	1

Question 23 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding by identifying trends or findings illustrated by the graph and provides possible reason(s) for each trend • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	5–6
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding by identifying trends or findings illustrated by the graph and provides possible reason(s) for each • Communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	3–4
<ul style="list-style-type: none"> • Demonstrates a basic knowledge of a trend or findings and provides a reason • Communicates ideas and opinions in basic form, using some relevant terminology 	2
<ul style="list-style-type: none"> • Makes one relevant point about the graph 	1

Question 24

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of TWO factors which impact on parenting and caring relationships • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	7–8
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of TWO factors which impact on parenting and caring and/or relationships • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	5–6
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of TWO factors which impact on parenting and caring <p>OR</p> <ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of ONE factor which impacts on parenting and caring • Communicates ideas, issues and opinions in a clear way, using appropriate terminology 	3–4
<ul style="list-style-type: none"> • Demonstrates basic knowledge of ONE or TWO factors which impact on parenting and caring 	2
<ul style="list-style-type: none"> • Makes one relevant point about parenting and caring 	1

Question 25

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding about TWO styles of parenting • Examines the impact TWO styles of parenting have on the parent/child relationship • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	5–6
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding about TWO styles of parenting • Outlines the impact TWO styles of parenting have on the parent/child relationship <p>OR</p> <ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding about ONE style of parenting and outlines its impact on the parent/child relationship • Communicates ideas, issues and opinions in a clear and logical way, using appropriate terminology 	3–4
<ul style="list-style-type: none"> • Demonstrates a basic knowledge of styles of parenting OR outlines its impact on parent/child relationship • Communicates ideas and opinions in basic form, using some relevant terminology 	2
<ul style="list-style-type: none"> • Makes one relevant point about parenting style(s) 	1

Question 26

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding about ONE group studied and explains how societal attitudes can impact upon their access to resources • Clearly justifies choices by drawing a relationship between the group and their resources • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	5–6
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding about ONE group studied and explains how societal attitudes can impact upon their access to resources • Communicates ideas, issues and opinions in a clear and logical way, using appropriate terminology 	3–4
<ul style="list-style-type: none"> • Demonstrates basic knowledge of the societal attitudes towards the selected group OR demonstrates basic knowledge of the group's ability to access resources • Communicates ideas and opinions in basic form, using some relevant terminology 	2
<ul style="list-style-type: none"> • Makes one relevant point about the selected group 	1

Question 27

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the characteristics and features of TWO selected groups and how each group positively contributes to the wider community • Illustrates with relevant examples • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	7–8
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of TWO selected groups and outlines the positive contributions these groups make towards the wider community <p>OR</p> <ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of one selected group, and outlines one other group’s positive contribution to the wider community • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	5–6
<ul style="list-style-type: none"> • Demonstrates sound knowledge of TWO selected groups and sketches the positive contributions these groups make towards the wider community <p>OR</p> <ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of ONE selected group and outlines the positive contributions this group makes towards the wider community • Communicates ideas, issues and opinions in a clear and logical way, using appropriate terminology 	3–4
<ul style="list-style-type: none"> • Demonstrates basic knowledge of group/s selected 	2
<ul style="list-style-type: none"> • Makes one relevant point 	1

Question 28

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding by providing characteristics and features of how community groups support parents and carers• Illustrates with relevant examples• Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates sound knowledge of how a community group supports parents and carers OR <ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding of ONE community group and how it supports parents and carers• Communicates ideas and opinions in a clear and logical way, using appropriate terminology	3–4
<ul style="list-style-type: none">• Demonstrates a basic knowledge of how a community group/s supports parents and/or carers• Communicates ideas and opinions in basic form, using some relevant terminology	2
<ul style="list-style-type: none">• Makes one relevant point	1

Section II

Question 29 (a)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of how anti-discrimination legislation contributes to the wellbeing of the aged	2
<ul style="list-style-type: none">• Makes a relevant point about how anti-discrimination legislation contributes to the wellbeing of the aged	1

Question 29 (b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates thorough knowledge and understanding of how government and community supports enhance a family's ability to function• Demonstrates an understanding of how government and community supports enhance family wellbeing• Illustrates answer with relevant examples• Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology	7–8
<ul style="list-style-type: none">• Demonstrates sound knowledge of how government and community supports enhance a family's ability to function• Illustrates answer with some examples• Communicates ideas, issues and opinions in a clear and logical way, using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates a basic knowledge of how government and/or community support(s) enhance a family's ability to function• Provides limited examples• Communicates ideas and opinions in basic form, using some relevant terminology	3–4
<ul style="list-style-type: none">• Demonstrates some knowledge of how a government and/or community support enhances a family's ability to function• Relies only on personal experiences• Communicates limited ideas and opinions, using limited and elementary terminology	1–2

Question 29 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the effectiveness of legislation in protecting the welfare of children • Demonstrates an understanding of how legislation contributes to the wellbeing of children • Applies the skills of critical thinking and analysis • Illustrates answer with relevant examples • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of the effectiveness of legislation in protecting the welfare of children • Outlines the link between legislation and how it contributes to the wellbeing of children • Illustrates answer with relevant examples • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the effectiveness of legislation in protecting the welfare of children • Illustrates answer with some examples • Communicates ideas, issues and opinions in a clear and logical way, using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge of legislation in protecting the welfare of children • Provides limited examples • Communicates ideas and opinions in a basic form, using some relevant terminology 	4–6
<ul style="list-style-type: none"> • Demonstrates some knowledge of legislation in protecting the welfare of children • Relies only on personal experiences • Communicates limited ideas and opinions, using limited and elementary terminology 	1–3

Question 30 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of how an equity issue can affect access to technology 	2
<ul style="list-style-type: none"> • Makes a relevant point about how an equity issue can affect access to technology 	1

Question 30 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of reasons for the development of technology • Demonstrates an understanding of how reasons chosen contribute to wellbeing • Illustrates answer with relevant examples • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	7–8
<ul style="list-style-type: none"> • Demonstrates sound knowledge of reasons for the development of technology • Outlines a link between the chosen reasons and wellbeing • Illustrates answer with some examples • Communicates ideas, issues and opinions in a clear and logical way, using appropriate terminology 	5–6
<ul style="list-style-type: none"> • Demonstrates a basic knowledge of reasons for the development of technology • Provides limited examples • Communicates ideas and opinions in basic form, using some relevant terminology 	3–4
<ul style="list-style-type: none"> • Demonstrates some knowledge of a reason for the development of technology • Relies only on personal experiences • Communicates limited ideas and opinions, using limited and elementary terminology 	1–2

Question 30 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the effects of technology on workplace structure and attitudes towards work • Demonstrates an understanding of the effects of technology on wellbeing in the workplace • Applies the skills of critical thinking and analysis • Illustrates answer with relevant examples • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of the effects of technology on workplace structure and attitudes towards work • Outlines the effects of technology on wellbeing in the workplace • Illustrates answer with relevant examples • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the effects of technology on workplace structure and attitudes towards work • Illustrates answer with some relevant examples • Communicates ideas, issues and opinions in a clear and logical way, using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge of effects of technology on workplace structure and/or attitudes towards work • Provides limited examples • Communicates ideas and opinions in basic form, using some relevant terminology 	4–6
<ul style="list-style-type: none"> • Demonstrates some knowledge of technology and/or workplace structure and/or attitudes towards work • Relies only on personal experiences • Communicates limited ideas and opinions, using limited and elementary terminology 	1–3

Question 31 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of how an individual's social conscience needs can be met through work 	2
<ul style="list-style-type: none"> • Makes a relevant point about how an individual's needs can be met through work 	1

Question 31(b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates thorough knowledge and understanding of how THREE social factors have led to changing work patterns• Illustrates answer with relevant examples• Competently communicates ideas, in an organised, logical and coherent manner, using appropriate terminology	7–8
<ul style="list-style-type: none">• Demonstrates sound knowledge of THREE social factors and describes how social factors have led to changing work patterns• Illustrates answer with some relevant examples• Communicates ideas, in a clear and logical way, using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates a basic knowledge of how social factor(s) have led to changes in work or work patterns• Provides limited examples• Communicates ideas in basic form, using some relevant terminology	3–4
<ul style="list-style-type: none">• Demonstrates some knowledge of a social factor and work• Relies on personal experiences• Communicates ideas in basic form	1–2

Question 31 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of how workplace supports assist individuals in managing their family and/or work expectations • Demonstrates an understanding of the effects of workplace supports on the wellbeing of individuals and their family members • Applies the skills of critical thinking and analysis • Illustrates answer with relevant examples • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of how workplace supports assist individuals in managing their family and/or work expectations • Outlines how workplace supports impact on the wellbeing of individuals and their family members • Illustrates answer with relevant examples • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of how workplace supports assist individuals in managing their family and/or work expectations • Illustrates answer with some relevant examples • Communicates ideas, issues and opinions in a clear and logical way, using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge of workplace supports and how they assist individuals in managing family and/or work expectations. • Provides limited examples • Communicates ideas and opinions in basic form, using some relevant terminology 	4–6
<ul style="list-style-type: none"> • Demonstrates some knowledge of workplace supports • Relies only on personal experiences • Communicates simple and limited ideas and opinions, using limited and elementary terminology 	1–3

Community and Family Studies

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
Part A			
1	1	Parenting and caring	H3.4
2	1	Research	H4.1
3	1	Parenting and caring	H2.1
4	1	Research	H4.1
5	1	Groups	H3.1
6	1	Research	H4.1, H4.2
7	1	Research	H4.1
8	1	Groups	H3.1
9	1	Parenting and caring	H2.2, H2.3
10	1	Research	H4.2
11	1	Parenting and caring	H2.1, H3.2
12	1	Research	H4.1
13	1	Research	H4.1
14	1	Groups	H1.1, H5.1
15	1	Groups	H3.1
16	1	Groups	H1.1, H3.1
17	1	Groups	H2.2
18	1	Research	H4.2
19	1	Parenting and caring	H5.2
20	1	Groups	H1.1, H5.1
Section I			
Part B			
21	8	Research	H4.1, H4.2
22	6	Groups	H1.1, H3.1
23	7	Research	H2.1
24	8	Parenting and caring	H4.2
25	6	Parenting and caring	H2.1
26	6	Groups	H2.2, H3.1
27	8	Groups	H2.2
28	6	Parenting and caring	H3.2, H2.2
Section II			
29 (a)	2	Family and societal interactions	H2.3
29 (b)	8	Family and societal interactions	H3.2
29 (c)	15	Family and societal interactions	H2.3, H3.4
30 (a)	8	Social impact	H2.3
30 (b)	10	Social impact	H2.3
30 (c)	15	Social impact	H2.3
31 (a)	10	Individuals and work	H2.3
31 (b)	10	Individuals and work	H3.4
31 (c)	15	Individuals and work	H5.2, H6.2