



BOARD OF STUDIES
NEW SOUTH WALES

2011 HSC Community and Family Studies Marking Guidelines

Section I, Part A

Multiple-choice Answer Key

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

Section I, Part B

Question 21

Criteria	Marks
<ul style="list-style-type: none"> Describes how a case study and observation are similar or different in their methods of collecting data when conducting research 	4
<ul style="list-style-type: none"> Provides some information about a case study and observation in their methods of collecting data 	3
<ul style="list-style-type: none"> Identifies an aspect of either a case study or observation 	2
<ul style="list-style-type: none"> Provides one relevant point about research methods 	1

Question 22

Criteria	Marks
<ul style="list-style-type: none"> Thoroughly explains the influence the media can have on parenting and caring relationships 	8
<ul style="list-style-type: none"> Describes the influence media can have on parenting and caring relationships 	6–7
<ul style="list-style-type: none"> Outlines the influence of media on parenting and caring relationships 	4–5
<ul style="list-style-type: none"> Provides some information on parenting and caring/or media 	2–3
<ul style="list-style-type: none"> Provides one relevant point on parenting and caring/or media 	1

Question 23

Criteria	Marks
<ul style="list-style-type: none"> Puts forward in an extensive manner modifications to ONE group's social environment that would help in meeting the group's needs 	8
<ul style="list-style-type: none"> Puts forward in a thorough manner modifications to ONE group's social environment that would help in meeting the group's needs. 	7
<ul style="list-style-type: none"> Puts forward in a sound manner modifications to ONE group's social environment that would help in meeting the group's needs 	5–6
<ul style="list-style-type: none"> Provides an outline of modifications to ONE group's social environment that would help in meeting the group's needs. 	3–4
<ul style="list-style-type: none"> Provides modification/s to ONE group's environment OR	1–2
<ul style="list-style-type: none"> Provides aspect/s of the group's needs 	

Question 24 (a)

Criteria	Marks
• Provides characteristics and features of equity issues for ONE group	5
• Provides information of an equity issue or equity issues for ONE group	4
• Outlines an equity issue or equity issues for ONE group	3
• Provides some issues for ONE group	2
• Identifies an issue	1

Question 24 (b)

Criteria	Marks
• Puts forward ONE management strategy to address an equity issue	3
• Puts forward a management strategy	2
• Provides a strategy	1

Question 25

Criteria	Marks
• Provides features and characteristics of legal and social implications of adoption for both the parent and the child	7
• Outlines legal and social implications of adoption for the parent and child	6
• Outlines legal and/or social implications of adoption for the parent and/or child	4–5
• Provides some aspects of legal or social issues for the parent or the child	2–3
• Provides some relevant information	1

Question 26 (a)

Criteria	Marks
• Describes the impact that time and finances have on parenting and caring in the family	3
• Identifies relevant time and/or finance issues	2
• Provides a relevant point about time or finances	1

Question 26 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Puts forward strategies for the family to manage their situation • Justify how these strategies enable the family to effectively manage their situation 	5
<ul style="list-style-type: none"> • Puts forward strategies for the family to manage their situation • Outlines how these strategies enable the family to manage their situation 	4
<ul style="list-style-type: none"> • Identifies strategy for the family to manage their situation OR <ul style="list-style-type: none"> • Justifies one strategy 	3
<ul style="list-style-type: none"> • Provides a management strategy to manage their situation 	2
<ul style="list-style-type: none"> • Makes one relevant point about time or finance or parenting or caring 	1

Question 27

Criteria	Marks
<ul style="list-style-type: none"> • Makes a clear judgement on the significance of bias and sampling when conducting research 	6
<ul style="list-style-type: none"> • Explains bias and sampling when conducting research 	4–5
<ul style="list-style-type: none"> • Outlines bias and/or sampling when conducting research 	2–3
<ul style="list-style-type: none"> • Identifies an aspect of bias or sampling when conducting research 	1

Question 28

Criteria	Marks
<ul style="list-style-type: none"> • Describes how homeless people’s access to resources is affected by their socioeconomic status and/or location 	6
<ul style="list-style-type: none"> • Outlines how homeless people’s access to resources is affected by their socioeconomic status and/or location 	4–5
<ul style="list-style-type: none"> • Identifies socioeconomic status and/or location issues affecting the homeless 	2–3
<ul style="list-style-type: none"> • Identifies socioeconomic status and/or location issues affecting the homeless • Provides one relevant point about the homeless 	1

Section II

Question 29 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of legislation that protects and supports families • Clearly links how the legislation protects and supports the family • Provides relevant examples • Communicates ideas in a clear and logical way using appropriate terminology 	4
<ul style="list-style-type: none"> • Demonstrates basic knowledge of the role of legislation that protects and supports families • Links the legislation with how it supports/or protects the family • Provides an example • Communicates in a basic form using some relevant terminology 	3
<ul style="list-style-type: none"> • Demonstrates some knowledge of legislation and/or its impact on the family • Provides simple example 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Question 29 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge in assessing the effectiveness of legislation in protecting the welfare of children • Provides relevant examples • Communicates ideas, issues and opinions in an organised, logical and coherent manner using appropriate terminology 	6
<ul style="list-style-type: none"> • Demonstrates thorough knowledge in assessing the effectiveness of legislation in protecting the welfare of children • Provides relevant examples • Communicates ideas, issues and opinions in an organised, logical and coherent manner using appropriate terminology 	5
<ul style="list-style-type: none"> • Demonstrates a sound knowledge of legislation in protecting the welfare of children • Provides some examples • Communicates ideas and opinions using some appropriate terminology 	3–4
<ul style="list-style-type: none"> • Demonstrates some knowledge of legislation or on child welfare • Communicates simple and limited ideas 	1–2

Question 29 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding by evaluating TWO community supports available to the aged for accessing health care and meeting housing needs • Demonstrates an understanding of how community supports available to the aged contribute to their wellbeing • Applies the skills of critical thinking and analysis • Illustrates 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 by evaluating TWO community supports available to the aged for accessing health care and meeting housing needs OR extensive discussion of TWO community supports for each • Outlines the link between community supports available to the aged and how they contribute to their wellbeing • Illustrates answers with relevant example(s) • 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 TWO community supports available to the aged for accessing health care and meeting housing needs • Illustrates answer with some examples • Communicates ideas, issues and opinions using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge of ONE and/or TWO community supports available to the aged • Provides limited examples • Communicates ideas and opinions in a basic form using some appropriate terminology 	4–6
<ul style="list-style-type: none"> • Provides information on community supports • Relies on personal experience of healthcare OR housing needs of the aged • Communicates limited ideas and opinions, using elementary terminology 	1–3

Question 30 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of how a person's privacy can be invaded through the use of technology • Provides relevant examples • Effectively communicates ideas in a clear and logical way using appropriate terminology 	4
<ul style="list-style-type: none"> • Demonstrates basic knowledge of how a person's privacy can be invaded through the use of technology • Provides an example • Communicates in a basic form using some appropriate terminology 	3
<ul style="list-style-type: none"> • Demonstrates basic knowledge of a person's privacy • Provides a simple example 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Question 30 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of issues that may arise from the use and development of ONE piece of technology • Provides relevant examples • Communicates ideas, issues and opinions in an organised, logical and coherent manner using appropriate terminology 	6
<ul style="list-style-type: none"> • Demonstrates thorough knowledge of issues that may arise from the use and development of ONE piece of technology • Provides relevant examples • Communicates ideas, issues and opinions in an organised, logical and coherent manner using appropriate terminology 	5
<ul style="list-style-type: none"> • Demonstrates a sound knowledge of issues that may arise from the use and development of ONE piece of technology • Provides some examples • Communicates ideas and opinions using some appropriate terminology 	3–4
<ul style="list-style-type: none"> • Demonstrates some knowledge of the use and/or development of ONE piece of technology • Communicates simple and limited ideas 	1–2

Question 30 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the impact of reproductive and household technologies on interpersonal relationships in the family • Demonstrates an understanding of how the use of reproductive and household technologies can impact on the wellbeing of families • Applies the skills of critical thinking and analysis • Illustrates 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 impact of reproductive and household technologies on interpersonal relationships in the family • Outlines the link between the use of reproductive and household technologies and how these impact on the wellbeing of families • Illustrates answers with relevant example(s) • 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 reproductive and household technologies or their impact on family relationships • Illustrates answer with some examples • Communicates ideas, issues and opinions in clear and logical way using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge of reproductive OR household technologies or the impact on family relationships • Provides limited examples • Communicates ideas and opinions in a basic form using some appropriate terminology 	4–6
<ul style="list-style-type: none"> • Demonstrates some knowledge of reproductive OR household technologies OR relationships in families • Communicates limited ideas and opinions, using limited and elementary terminology 	1–3

Question 31 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of TWO needs that are met by participating in unpaid work • Provides relevant examples • Communicates ideas in a clear logical way using appropriate terminology 	4
<ul style="list-style-type: none"> • Demonstrates basic knowledge of TWO needs that are met by participating in unpaid work • Provides an example • Communicates in a basic form using some appropriate terminology 	3
<ul style="list-style-type: none"> • Demonstrates basic knowledge of ONE need met by participating in unpaid work or lists two needs • Provides simple example(s) 	2
<ul style="list-style-type: none"> • Some information on needs or unpaid work 	1

Question 31 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of employer responsibilities in the workplace and how they support employees • Provides relevant examples • Communicates ideas, issues and opinions in an organised, logical and coherent manner using appropriate terminology 	6
<ul style="list-style-type: none"> • Demonstrates thorough knowledge of employer responsibilities in the workplace and refers to how they support employees • Provides relevant examples • Communicates ideas, issues and opinions in an organised, logical and coherent manner using appropriate terminology 	5
<ul style="list-style-type: none"> • Demonstrates sound knowledge of employer responsibilities in the workplace • Provides simple examples • Communicates ideas and opinions using some appropriate terminology 	3–4
<ul style="list-style-type: none"> • Provides a responsibility of an employer OR makes a point about employee support • Communicates simple and limited ideas 	1–2

Question 31 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding by evaluating the suitability of THREE different patterns of work for the specified family to meet their individual and family needs • Demonstrates an understanding of the suitability of different patterns of work and how these contribute to individual and family wellbeing • Applies the skills of critical thinking and analysis • Illustrates 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 by evaluating the suitability of THREE different patterns of work for the specified family to meet their individual and family needs • Outlines the link between the suitability of different patterns of work and how these contribute to individual and family wellbeing • Illustrates answers with relevant example(s) • 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 suitability of THREE different patterns of work for the specified family to meet their individual and/or family needs OR demonstrates thorough knowledge of work patterns • Illustrates answer with some examples • Communicates ideas, issues and opinions using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge of different patterns of work to meet individual and/or family needs OR demonstrates sound knowledge of work patterns • Provides limited examples • Communicates ideas and opinions in a basic form using some appropriate terminology 	4–6
<ul style="list-style-type: none"> • Demonstrates some knowledge of patterns of work AND/OR needs • Communicates limited ideas and opinions, using limited and elementary terminology 	1–3

Community and Family Studies

2011 HSC Examination Mapping Grid

Section I – Part A

Question	Marks	Content	Syllabus outcomes
1	1	Research methods	H4.1
2	1	Groups in context	H3.1
3	1	Parenting and caring	H2.1
4	1	Parenting and caring	H2.1
5	1	Research methods	H4.1
6	1	Research methods	H4.1
7	1	Research methods	H4.1
8	1	Research methods	H4.1
9	1	Research methods	H4.1
10	1	Research methods	H4.1
11	1	Groups in context	H3.1
12	1	Groups in context	H1.1
13	1	Groups in context	H3.1
14	1	Groups in context	H2.2
15	1	Parenting and caring	H2.2
16	1	Parenting and caring	H2.3
17	1	Parenting and caring	H2.1
18	1	Parenting and caring	H3.2
19	1	Parenting and caring	H3.2
20	1	Groups in context	H5.1

Section I – Part B

Question	Marks	Content	Syllabus outcomes
21	4	Research methodology	H4.1, H4.2
22	8	Parenting and caring	H3.4
23	8	Groups in context	H5.1, H3.1
24 (a)	5	Groups in context	H5.1
24 (b)	3	Groups in context	H5.1
25	7	Parenting and caring	H2.1, H3.4
26 (a)	3	Parenting and caring	H1.1
26 (b)	5	Parenting and caring	H2.2
27	6	Research methodology	H4.1, H4.2
28	6	Groups in context	H1.1

Section II

Question	Marks	Content	Syllabus outcomes
29 (a)	4	Family and societal interactions	H3.4
29 (b)	6	Family and societal interactions	H3.4
29 (c)	15	Family and societal interactions	H3.3
30 (a)	4	Social impact of technology	H2.3
30 (b)	6	Social impact of technology	H3.4
30 (c)	15	Social impact of technology	H3.4, H6.1
31 (a)	4	Individual and work	H2.2
31 (b)	6	Individual and work	H2.3
31 (c)	15	Individual and work	H5.2