BOARD OF STUDIES
NEW SOUTH WALES

2012 HSC Community and Family Studies Marking Guidelines

Section I, Part A

Multiple-choice Answer Key

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

Section I, Part B

Question 21

Criteria	Marks
• Provides detailed features of a bibliography and an appendix	4
• Provides general features of a bibliography and appendix	3
• Provides some features of a bibliography and/or an appendix	2
• Provides a relevant point on a bibliography or appendix	1

Question 22 (a)

Criteria	Marks
• Clearly identifies ONE reason for the change in adoption data • Provides a supporting reason for the change over the twenty-year period	3
• Identifies ONE reason for the change in adoption data • Attempts to provide a supporting reason for the change over the twenty-year period	2
• Identifies ONE reason for the change in adoption data	1

Question 22 (b)

Criteria	Marks
• Provides characteristics and features of primary and secondary sources which may be used to produce the data in the table • Clearly shows how these sources are used to produce the data in the table	6
• Provides some characteristics and features of primary and secondary sources which could be used to produce the data in the table • Attempts to link how these sources are used to produce the data in the table	4–5
• Provides examples of primary and/or secondary sources which could be used to produce the table	2–3
• Provides ONE point on primary and/or secondary data	1

Question 23

Criteria	Marks
• Clearly identifies a group in context • Clearly identifies specific needs of the group • Provides features and characteristics of government policies and regulations • Clearly links the development of policies and regulations to the needs of the group	8
• Clearly identifies a group in context • Identifies specific needs of the group • Provides features and characteristics of government policies and regulations • Attempts to link the development of policies and regulations to the needs of the group	6–7
• Identifies a group in context • Identifies features or characteristics of government policies and regulations in relation to the needs of the group	4–5
• Provides some information about government policies and regulations in relation to the needs of the group	2–3
• Makes one point about the needs of the selected group or government policies and regulations	1

Question 24 (a)

Criteria	Marks
• Clearly identifies a group in context • Provides TWO high priority needs for the group • Supports the answer with valid reason/s as to why these are high priority needs for the group	2
• Clearly identifies a group in context • Provides ONE high priority need for the group and supports the answer with reason/s as to why this is a high priority need for the group OR provides TWO high priority needs and attempts to give reason/s as to why they are high priority needs	1

Question 24 (b)

Criteria	Marks
• Identifies a relevant community service group • Provides valid reasons showing how the community service group meets ONE of the needs identified in part (a)	4
• Identifies a relevant community service group • Provides reason(s) showing how one community service group meets ONE need identified in part (a)	3
• Provides a reason showing how one community service group meets ONE need	2
• Provides points on a community service group or community service	1

Question 25

Criteria	Marks
• Clearly shows the similarities or differences in the roles grandparents and paid carers have in the lives of individuals in their care • Clearly shows the link between the roles of grandparents and paid carers and individuals in their care	8
• Shows the similarities or differences in the roles grandparents and paid carers have in the lives of individuals in their care • Attempts to link the roles of grandparents and paid carers and individuals in their care	6–7
• Describes the roles of grandparents and paid carers • Provides information on how they assist in meeting the needs of individuals in their care	4–5
• Provides some information about grandparents AND/OR paid carers AND/OR their roles AND/OR meeting needs of individuals in their care	2–3
• Provides one point about grandparents or paid carers OR meeting needs OR individuals in care	1

Question 26 (a)

Criteria	Marks
• Sketches in general terms the physical preparations for establishing a healthy pregnancy	2
• Provides some information on biological parenting OR physical preparations required	1

Question 26 (b)

Criteria	Marks
• Provides a clear explanation of how the physical preparations affect the mother and baby if they are not followed	4
• Provides an explanation of how the physical preparations affect the mother and/or baby if they are not followed	3
• Provides some information on how the physical preparations affect the mother or baby	2
• Provides a point on how the physical preparations affect the mother or baby	1

Question 27

Criteria	Marks
• Recognises and names a relevant group in context • Identifies issues of concern between the group and wider community • Provides points for and/or against the issues of concern and the wider community	6
• Recognises and names a relevant group in context • Identifies issues of concern between the group and wider community • Provides a point for and/or against the issues of concern	4–5
• Provides an issue of concern with a link to the wider community OR issues of concern without a link to the wider community	2–3
• Provides a point about an issue of concern	1

Question 28

Criteria	Marks
• Identifies possible social implications of step-parenting • Provides points for and/or against the social implications of step-parenting for the children • Provides points for and/or against the social implications of step-parenting for the parents involved • Shows a clear link between the social implications and the relationship between step-parents and children	8
• Identifies possible social implications of step-parenting • Provides points for and/or against the social implications of step-parenting for the children • Provides points for and/or against the social implications of step-parenting for the parents involved • Attempts to link between the social implications and the relationship between step-parents and children	6–7
• Identifies possible social implications of step-parenting • Provides points for and/or against the social implications of step-parenting for the children • Provides points for and/or against the social implications of step-parenting for the parents involved • May attempt to link the social implications and the relationship between step-parents and children	4–5
• Provides basic knowledge for OR against the social implications of step-parenting for the children and/or parents involved	2–3
• Provides a point about step-parenting or social implications	1

Section II

Question 29 (a)

Criteria	Marks
• Clearly outlines the provisions made by the community to provide for the wellbeing of children	3
• Sketches in general terms a provision made by the community to provide for the wellbeing of children	2
• Provides one point about a community provision	1

Question 29 (b)

Criteria	Marks
• Provides a clear explanation of how entitlements for the aged contribute to financial security in retirement • Makes a clear relationship between entitlements for the aged and their ability to contribute to financial security in retirement • Provides many relevant examples	7
• Provides an explanation of how some entitlements for the aged contribute to financial security in retirement • Provides a link between the relationship of entitlements for the aged and their ability to contribute to financial security in retirement • Provides some relevant examples	5–6
• Provides some information about how entitlement(s) for the aged contribute to financial security in retirement • Refers to the relationship between entitlements for the aged and their ability to contribute to financial security in retirement	3–4
• Makes a point(s) about an entitlement for the aged OR retirement	1–2

Question 29 (c)

Criteria	Marks
• Recognises and names relevant government regulations for young people • Makes clear and valid judgements about how government regulations for young people provide for the wellbeing of both youth and the community • Applies the skills of critical thinking and analysis • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer	13–15
• Recognises and names relevant government regulations for young people • Provides a clear link about how government regulation for young people provides for the wellbeing of both youth and the community • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer	10–12
• Recognises and names some relevant government regulations for young people • Provides some information about how government regulations provide for the wellbeing of both youth and the community • Communicates ideas and information using some examples	7–9
• Provides some information about how government regulations for young people provide for wellbeing • Uses examples that rely on personal experience • Communicates ideas in a basic form	4–6
• Provides some information about government regulations for young people OR how government regulation/s provide protection	1–3

Question 30 (a)

Criteria	Marks
• Identifies a change that occurred during the Industrial Revolution. • Provides characteristics and features of one change that occurred during the Industrial Revolution	3
• Provides some information about one change that occurred during the Industrial Revolution	2
• Provides one point about a change during the Industrial Revolution	1

Question 30 (b)

Criteria	Marks
• Provides how technology contributes to individual wellbeing in varied ways • Makes a clear relationship between technology and individual wellbeing • Provides relevant examples	7
• Provides how technology contributes to individual wellbeing in some way. • Provides a link between technology and wellbeing • Provides some examples	5–6
• Provides how technology contributes to an individual AND/OR how technology can meet wellbeing • Refers to the relationship between technology and individual wellbeing	3–4
• Provides a point(s) about the contribution of technology to individual wellbeing	1–2

Question 30 (c)

Criteria	Marks
• Recognises and names ONE form of technology • Makes clear and valid judgments about the technology and its impact on the wellbeing of individuals and the community • Applies the skills of critical thinking and analysis • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer	13–15
• Recognises and names ONE form of technology • Provides a clear and valid link about the extent to which the technology impacts on the wellbeing of individuals and the community • Communicates ideas and information using examples • Presents a logical and cohesive answer	10–12
• Recognises and names ONE form of technology • Provides some information on its impact on the individual and the community • Communicates ideas and information using some examples.	7–9
• Provides some information about ONE form of technology and individuals AND/OR the community • Uses examples that rely on personal experience • Communicates ideas in a basic form	4–6
• Provides some information about technology and/or individuals AND/OR the community	1–3

Question 31 (a)

Criteria	Marks
• Provides a clear explanation of how one social factor may cause an individual to move from one pattern of work to another • Provides relevant examples	3
• Provides some information about how a social factor may cause an individual to move from one pattern of work to another	2
• Provides a relevant point about a social factor or a pattern(s) of work	1

Question 31 (b)

Criteria	Marks
• Provides characteristics and features of workplace entitlement(s) that contribute to equal access for females and males • Makes a clear relationship between workplace entitlement(s) and how they contribute to equal access for females and males in the workplace • Provides relevant example(s)	7
• Provides characteristics and features of workplace entitlement(s) that contribute to equal access for females and males • Provides a link between workplace entitlement(s) and how they contribute to equal access for females and males in the workplace • Provides some example(s)	5–6
• Provides some information about workplace entitlement(s) and/or equal access that affect females and males • Provides an example(s)	3–4
• Provides a point(s) about workplace entitlement(s) OR • Equal access for females and males in the workplace	1–2

Question 31 (c)

Criteria	Marks
• Recognises and provides relevant strategies that assist families to manage multiple role expectations • Makes clear and valid judgements about the extent to which strategies adopted by the family to manage multiple role expectations impact on wellbeing • Applies the skills of critical thinking and analysis • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer	13–15
• Recognises and provides relevant strategies that assist families to manage multiple role expectations • Provides a clear link about the extent to which strategies adopted by the family to manage multiple role expectations impact on wellbeing • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer	10–12
• Recognises and provides some relevant strategies that assist families to manage multiple role expectations • Attempts to show how strategies adopted by the family to manage multiple role expectations impact on wellbeing • Communicates some information using some examples	7–9
• Provides some information about strategies to manage multiple role expectations • Uses examples that rely on personal experience • Communicates ideas in a basic form	4–6
• Provides some information about strategies OR multiple role expectations	1–3

Community and Family Studies
2012 HSC Examination Mapping Grid

Section I
Part A

Question	Marks	Content	Syllabus outcomes
1	1	Parenting and Caring	H 2.1
2	1	Groups in Context	H 1.1
3	1	Groups in Context	H 1.1
4	1	Groups in Context	H 3.1
5	1	Parenting and Caring	H 2.1
6	1	Groups in Context	H 1.1
7	1	Parenting and Caring	H 5.2
8	1	Groups in Context	H 5.1
9	1	Research Methods	H 4.1
10	1	Research Methods	H 4.1
11	1	Research Methods	H 4.1
12	1	Research Methods	H 4.1
13	1	Groups in Context	H 5.1
14	1	Parenting and Caring	H 2.1
15	1	Groups in Context	H 3.1
16	1	Parenting and Caring	H 3.2
17	1	Parenting and Caring	H 2.1
18	1	Research Methods	H 4.1
19	1	Research Methods	H 4.1
20	1	Parenting and Caring	H 2.3

Section I
Part B

Question	Marks	Content	Syllabus outcomes
21	4	Research Methods	H 4.1, H 4.2
22a	3	Research Methods	H 4.1, H 4.2
22b	6	Research Methods	H 4.1, H 4.2
23	8	Groups in Context	H 3.3
24a	2	Groups in Context	H 3.1
24b	4	Groups in Context	H 3.1, H 5.1
25	8	Parenting and Caring	H 3.2
26a	2	Parenting and Caring	H 1.1, H 2.1
26b	4	Parenting and Caring	H 2.2
27	6	Groups in Context	H 2.2
28	8	Parenting and Caring	H 2.1, H 3.4

Section II

Question	Marks	Content	Syllabus outcomes
29a	3	Family and Social Interactions	H 3.2
29b	7	Family and Social Interactions	H 3.3
29c	15	Family and Social Interactions	H 3.4, H 3.3
30a	3	Social Impact of Technology	H 3.4
30b	7	Social Impact of Technology	H 2.3
30c	15	Social Impact of Technology	H 3.4
31a	3	Individuals and Work	H 3.4, H 2.2
31b	7	Individuals and Work	H 6.1, H 2.3
31c	15	Individuals and Work	H 5.2, H 6.2