

BOARD OF STUDIES  
NEW SOUTH WALES

# 2001 HSC Specimen Paper

**Community and Family  
Studies**

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## Community and Family Studies

### **Introduction**

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Community and Family Studies. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Community and Family Studies syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Community and Family Studies specimen paper:

- There is a variety of question types. Some questions have parts while others require extended, integrated responses. This provides candidates with opportunities to demonstrate a range of skills.
- All question-parts are out of whole marks. This will assist candidates in determining the relative value of questions and parts, and in allocating their time appropriately.

- The number of questions and the marks allocated to the questions in Section I Part B may vary from year to year. Similarly, the number of parts and the marks allocated to question-parts in Section I Part C and Section II may vary from year to year. However, although the structure of the option questions in subsequent papers may differ from that shown in the specimen paper, the structure and mark value of the part-questions within the options in any one year will be similar. This will aid in ensuring comparability across the different options.

# Community and Family Studies

## HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
1	1	Groups in context	H3.1	2 – 3
2	1	Parenting and caring	H2.1, H3.4	2 – 3
3	1	Research methodology	H4.1	4 – 5
4	1	Groups in context	H2.3, H3.1	3 – 4
5	1	Parenting and caring	H2.1, H3.2	4 – 5
6	1	Research methodology	H4.1	4 – 5
7	1	Groups in context	H3.1	3 – 4
8	1	Research methodology	H4.1	3 – 4
9	1	Research methodology	H4.1	4 – 5
10	1	Research methodology	H4.1	4 – 5
11	2	Groups in context	H1.1, H5.1	3 – 4
12	4	Groups in context	H3.1, H5.2*	3 – 4
13	4	Research methodology	H4.1, H4.2	2 – 6
14	3	Parenting and caring	H2.1, H2.2	2 – 5
15	2	Parenting and caring	H2.1, H3.2, H3.4	2 – 4
16(a)	5	Groups in context	H1.1, H3.1, H3.2*, H5.1, H6.2	2 – 5
16(b)	8	Groups in context	H2.2, H3.2*, H3.3, H5.1	2 – 6
16(c)	12	Groups in context	H2.2, H2.3, H3.2*, H3.3, H6.1*	2 – 6
17(a)	4	Parenting and caring	H2.1, H2.2	2 – 4
17(b)	6	Parenting and caring	H1.1, H2.2, H3.2, H3.4, H5.1, H5.2	2 – 4
17(c)	15	Parenting and caring	H5.1, H6.1, H6.2*	2 – 6
<b>Option 1</b>				
18(a)	4	Family and societal interactions	H2.3, H3.3, H3.4, H4.2*, H6.2	2 – 4
18(b)	6	Family and societal interactions	H2.3, H3.3, H4.2*	2 – 5
18(c)	15	Family and societal interactions	H3.3, H4.2*, H5.1*, H6.1	2 – 6
<b>Option 2</b>				
19(a)	4	Social impact of technology	H2.3, H3.4, H5.1*	2 – 4
19(b)	6	Social impact of technology	H3.3*, H3.4, H4.2, H5.2*	2 – 5
19(c)	15	Social impact of technology	H2.2*, H3.4, H4.2, H6.1	2 – 6
<b>Option 3</b>				
20(a)	4	Individuals and work	H1.1*, H2.3, H3.4, H4.2*, H5.2	2 – 4
20(b)	6	Individuals and work	H2.3, H3.3, H3.4, H4.2*	2 – 5
20(c)	15	Individuals and work	H2.2, H2.3, H3.3, H3.4, H4.2*, H6.2	2 – 6

\* Refers to syllabus outcomes not listed in the introduction to the module.



## Sample marking guidelines for Community and Family Studies

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Community and Family Studies. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

## Sample Marking Guidelines – Community and Family Studies

### Question 13 (4 marks)

A student wants to investigate the opinions of a random sample of the adults who live in Bigtown. The student chooses the parents of every tenth student on the Bigtown High School roll.

Explain why this is not an appropriate method for obtaining the required random sample, and describe a valid method the student could use.

**Outcomes assessed: H4.1, H4.2**

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a clear and logical explanation of why the sampling technique is invalid</li><li>Clearly describes a valid means of obtaining a random sample of adults in Bigtown</li></ul>	4
<ul style="list-style-type: none"><li>Demonstrates a general understanding of random sampling through a limited explanation of why the sampling method is inappropriate and provides a description of a valid alternative method</li></ul>	3
<ul style="list-style-type: none"><li>Demonstrates a general understanding of random sampling through a limited explanation of why the sampling method is inappropriate</li></ul>	2
<ul style="list-style-type: none"><li>Demonstrates limited understanding of sampling techniques but fails to relate this to the specific example</li></ul>	1

Answers could include:

- Not a valid sampling technique as it draws only on parents of high school age children. A random sample should not draw from such a restricted population
- A valid method could be to select every tenth name off the electoral roll, as all adults are required to register on the roll

**Marks**

### Question 17 — Parenting and Caring (25 marks)

- (c) 'Society's expectations of males and females in parenting and caring roles are changing.' **15**

Discuss this statement.

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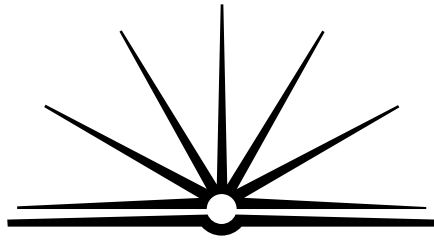
In your answers you will be assessed on how well you:

- demonstrate an understanding of societal influences on well-being
  - apply the skills of critical thinking and analysis
  - illustrate your answer with relevant examples
  - present ideas in a clear and logical way
-

**Outcomes assessed: H5.1, H6.1, H6.2**

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a thorough analysis of the parenting and caring roles</li> <li>• Discusses in a clear and logical manner a wide range of the factors influencing society’s role expectations of males and females</li> <li>• Evaluates the degree to which these factors have influence in different circumstances</li> <li>• The discussion is supported by extensive use of appropriate examples and correct terminology</li> <li>• The discussion demonstrates the ability to apply the skills of critical thinking and analysis leading to a valid appraisal of the extent to which expectations are changing</li> </ul>	13 – 15
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of parenting and caring roles fulfilled by males and females</li> <li>• Provides a coherent discussion of a number of factors that can influence society’s role expectations</li> <li>• Provides a detailed explanation of how these factors may have varying degrees of influence</li> <li>• Appropriate examples are used to support the explanation of how the identified factors lead to changed expectations</li> </ul>	10 – 12
<ul style="list-style-type: none"> <li>• Describes a number of parenting and caring roles performed by males and females</li> <li>• Discusses in a clear manner a narrow range of factors influencing role expectations</li> <li>• Provides a basic appraisal of the variable influence of these factors and explains in general terms the degree to which expectations are changing</li> <li>• Appropriate examples are used to support the explanation of how the identified factors lead to changed expectations</li> </ul>	7 – 9
<ul style="list-style-type: none"> <li>• Provides a narrow view of parenting and caring roles of males and females</li> <li>• Provides a basic discussion of factors influencing role expectations</li> <li>• Provides a general, but accurate description of ways in which role expectations are changing</li> </ul>	4 – 6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of parenting and caring roles and society’s expectations of these roles</li> <li>• Ideas are basic, and uses elementary terminology</li> </ul>	1 – 3



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

**2001**  
**HIGHER SCHOOL CERTIFICATE**  
**SPECIMEN EXAMINATION**

# Community and Family Studies

## General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using blue or black pen
- Write your Centre Number and Student Number at the top of page 7

### **Section I** Pages 2 – 9

Total marks **(75)**

This section has three parts, Part A, Part B and Part C

Part A

Total marks **(10)**

- Attempt Questions 1 – 10
- Allow about 20 minutes for this part

Part B

Total marks **(15)**

- Attempt Questions 11 – 15
- Allow about 25 minutes for this part

Part C

Total marks **(50)**

- Attempt Questions 16 – 17
- Allow about 1 hour and 30 minutes for this part

### **Section II** Pages 10 – 11

Total marks **(25)**

- Attempt ONE question from Questions 18 – 20
- Allow about 45 minutes for this section

## Section I

Total marks (75)

### Part A

Total marks (10)

Attempt Questions 1 – 10

Allow about 20 minutes for this part

Use the multiple-choice answer sheet.

Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

**Sample**     $2 + 4 =$  (A) 2      (B) 6      (C) 8      (D) 9  
                  A       B       C       D

If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

A       B       C       D

If you change your mind and have crossed out what you consider to be the correct answer, then indicate this by writing the word *correct* and drawing an arrow as follows:

A       B  <sup>*correct*</sup>      C       D

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- 1** Which of the following is more characteristic of Aboriginal and Torres Strait Islander peoples than of non-indigenous Australians?
- (A) Blended family relationships
  - (B) Extended kin obligations
  - (C) High rates of divorce
  - (D) High life expectancies
- 2** To which type of parenting does surrogacy belong?
- (A) Foster parenting
  - (B) Illegal parenting
  - (C) Social parenting
  - (D) Unplanned parenting
- 3** Which of the following is an example of qualitative data that could be used in a research report?
- (A) Histograms to illustrate the incidence of two-income families in Australia
  - (B) A table to illustrate the number of households in the local area that own pets
  - (C) A sector graph (pie chart) to illustrate the proportion of the population that supports the reintroduction of the death penalty
  - (D) Selected quotations to illustrate the attitudes of people to shopping in the city centre
- 4** Which of the following issues is most likely to concern members of the aged community?
- (A) Childcare services
  - (B) Education standards
  - (C) Health costs
  - (D) Rising unemployment

**5** You have been asked to investigate a support service available to parents and carers in your local community. Which three of the following factors should be identified in your investigation?

Factor 1 The target group for the service

Factor 2 The media coverage the service has received

Factor 3 The cost of accessing the service

Factor 4 The ways in which the service is accessed

Factor 5 The socio-economic status of the employees of the service

(A) Factors 1, 3 and 4

(B) Factors 2, 4 and 5

(C) Factors 1, 3 and 5

(D) Factors 2, 3 and 4

**6** Which one of the following is consistent with ethical research procedures?

(A) Publishing all data collected so that other researchers can contact the respondents

(B) Using second-hand data without acknowledging the source

(C) Ensuring the privacy of respondents after stating that it would be safeguarded

(D) Collecting data about a person without their knowledge and approval

**7** Which criteria are commonly used to determine a person's socio-economic status?

(A) Occupation and income level

(B) Income level and access to consumer products

(C) Perceived standing in the community and type of housing

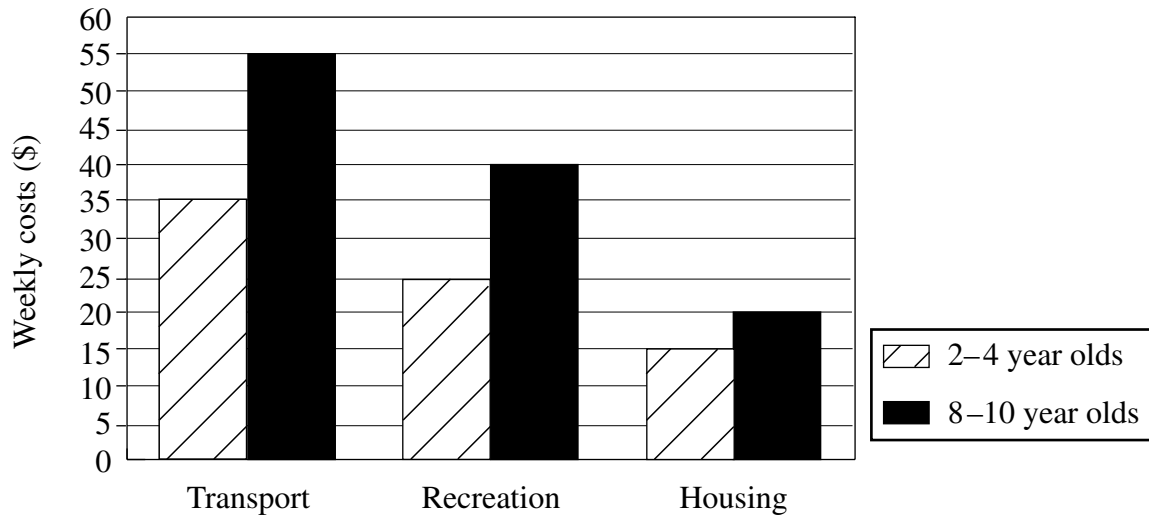
(D) Perceived standing in the community and access to consumer products

- 8** The Bennett family consists of the parents aged in their early forties, a son aged 10 and a daughter aged 7. They live on a remote sheep station in western NSW. The children have a home tutor and rely on lessons from a correspondence school.

Which factor would most likely have the greatest influence on resource management by the parents?

- (A) Access to services
  - (B) Ages of parents and children
  - (C) Gender differences of children
  - (D) Number of children in the family
- 9** A researcher wants to study how different types of families spend their money at the local supermarket. Which of the following research methods would be most useful?
- (A) A review of the literature of shopping habits
  - (B) A questionnaire survey of a random sample of shoppers
  - (C) An in-depth case study of five families
  - (D) An analysis of cash register docket discarded by shoppers

- 10 The histogram shows the approximate weekly costs of transport, recreation and housing for 2–4 year olds and 8–10 year olds in a one-child family.



Which of the following statements is most strongly supported by the information in the graph?

- (A) It costs more to provide one 2–4 year old and one 8–10 year old with housing than with recreation.
- (B) The difference in the costs of housing 2–4 year olds and 8–10 year olds is less than the corresponding difference for recreation.
- (C) It is more expensive to provide transport, recreation and housing for 2–4 year olds than for 8–10 year olds.
- (D) Recreation costs for 2–4 year olds are greater than for 8–10 year olds.

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Centre Number

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Student Number

## Section I

### Part B

**Total marks (15)**

**Attempt Questions 11 – 15**

**Allow about 25 minutes for this part**

Answer the questions in the spaces provided.

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#### Question 11 (2 marks)

Describe TWO factors that may limit a person's access to education.

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#### Question 12 (4 marks)

You have studied a range of community groups in this course. Explain why members of TWO of these groups may have difficulty obtaining employment.

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**Question 13** (4 marks)

A student wants to investigate the opinions of a random sample of the adults who live in Bigtown. The student chooses the parents of every tenth student on the Bigtown High School roll.

Explain why this is not an appropriate method for obtaining the required random sample, and describe a valid method the student could use.

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**Question 14** (3 marks)

Briefly describe THREE types of social parenting.

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**Question 15** (2 marks)

Describe ONE birth technology available for infertile individuals.

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## Section I

### Part C

**Total marks (50)**

**Attempt Questions 16 – 17**

**Allow about 1 hour and 30 minutes for this part**

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answers you will be assessed on how well you:

- demonstrate an understanding of societal influences on well-being
  - apply the skills of critical thinking and analysis
  - illustrate your answer with relevant examples
  - present ideas in a clear and logical way
- 

	<b>Marks</b>
<b>Question 16 — Groups in Context</b> (25 marks)	
(a) Describe a management strategy that a sole parent could use to manage financial hardship.	<b>5</b>
(b) Compare the need for health and education for TWO of the groups you have studied.	<b>8</b>
(c) ‘Groups can make positive contributions to the community. These in turn contribute to the well-being of group members.’	<b>12</b>
Evaluate the extent to which this statement is true for ONE of the groups you have studied.	
<b>Question 17 — Parenting and Caring</b> (25 marks)	
(a) Describe TWO styles of parenting and caring.	<b>4</b>
(b) Describe how a person’s previous experiences may have an impact on their style of parenting.	<b>6</b>
(c) ‘Society’s expectations of males and females in parenting and caring roles are changing.’	<b>15</b>

Discuss this statement.

## Section II

**Total marks (25)**

**Attempt ONE question from Questions 18 – 20**

**Allow about 45 minutes for this section**

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answers you will be assessed on how well you:

- demonstrate an understanding of societal influences on well-being
  - apply the skills of critical thinking and analysis
  - illustrate your answer with relevant examples
  - present ideas in a clear and logical way
- 

	<b>Marks</b>
<b>Question 18 — Family and Societal Interactions (25 marks)</b>	
(a) Choose ONE child-related law that you have studied, and outline its role in protecting the welfare of children.	<b>4</b>
(b) Explain THREE ways that laws support a diverse society.	<b>6</b>
(c) A current emphasis in government policy and practice is to preserve the family unit. Assess the implications of this emphasis in relation to legislation that you have studied.	<b>15</b>

**OR**

<b>Question 19 — Social Impact of Technology (25 marks)</b>	
(a) Technology has led to changes in the workplace. Describe the impact of technology on TWO of the following: <ul style="list-style-type: none"><li>• job definition;</li><li>• job satisfaction;</li><li>• training and education.</li></ul>	<b>4</b>
(b) Explain THREE factors that affect access to and acceptance of technology.	<b>6</b>
(c) Evaluate the impact of technology on families.	<b>15</b>

**OR**

	<b>Marks</b>
<b>Question 20 — Individuals and Work (25 marks)</b>	
(a) Describe ONE way that government legislation relating to paternity leave may impact on family management.	<b>4</b>
(b) Explain THREE workplace factors that support individuals as family members.	<b>6</b>
(c) Analyse the implications of changing work patterns for people's lives.	<b>15</b>

**End of paper**

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