

**2003 HSC Notes from
the Marking Centre
Community and Family Studies**

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2003 HSC NOTES FROM THE MARKING CENTRE COMMUNITY AND FAMILY STUDIES

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Community and Family Studies. It provides comments with regard to responses to the 2003 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2003 Higher School Certificate Examination, the Marking Guidelines and other support documents that have been developed by the Board of Studies to assist in the teaching and learning of Community and Family Studies.

General Comments

Community and Family Studies aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society. For the HSC course, students study the core areas of Research Methodology, Groups in Context and Parenting and Caring. Students are also required to study one of the following options, Family and Societal Interactions, Social Impact of Technology and Individuals and Work. Questions were developed to determine student achievement in a range of HSC syllabus outcomes and were clearly linked to the syllabus outcomes, knowledge and/or skills outlined for the HSC course.

In 2003, 3838 candidates presented for the Community and Family Studies examination. This represents an increase of 269 candidates over the number who presented for the 2002 examination.

In Part A and Part B of the paper, the core module of Research Methodology underpinned a number of questions from the other two core areas of Groups in Context and Parenting and Caring. There was a number of challenging multiple choice questions in Part A that required candidates to recall, analyse or interpret specific information.

The short answer responses required in Part B enabled all candidates to attempt the questions. Better responses focused on the specific requirements of the question, rather than on defining terms or providing general information. This information took up allocated lines and often did not relate to the question.

The two core modules of Groups in Context and Parenting and Caring formed the basis for the compulsory questions in Part C, Section I. In the core module of Groups in Context, students were required to conduct a detailed study of three of the following community groups: aged, chronically ill, cultural groups, families in crisis, disabled, gay and lesbian, rural families, sole parents, socioeconomically disadvantaged, homeless and youth. The responses indicated a range of groups were studied, with the number of candidates that identified groups not listed in the syllabus, significantly less than in the 2002 examination.

Many candidates in part (c), seem to focus the time spent in responses to one group studied, rather than provide equal time to the two groups studied. In the responses that focused on the core module of Parenting and Caring, candidates demonstrated a thorough understanding of the social changes that occur for males and females when preparing for parenthood. Overall, there were some outstanding responses in parts (a) and (b) where candidates were asked to describe and explain. In general, candidates understood the requirements of both terms. There were fewer exemplary answers in part (c) with candidates displaying difficulty with the higher order skills required to assess. Many candidates were challenged by a question that focused solely on carers. They were also unable to link the concepts within the question.

Candidates could attempt questions from any of three options in Part C, Section II. 77% of candidates chose the Individuals and Work option, 12% chose the Family and Societal Interactions option and 11% chose the Social Impact of Technology option. The Individuals and Work responses were very well answered, particularly in part (a) and (b), with candidates showing a depth of knowledge and understanding. It was obvious that a number of candidates who attempted Family and Societal Interactions had not studied this option. These responses were generally poor. There were, however, some excellent responses to this question indicating a high level of knowledge and understanding of the concepts in this option. There were many poor responses to the Social Impact of Technology optional question indicating that some candidates who selected this question had not studied the option.

In Part C, Section I and Section II, candidates were assessed on the criteria within the rubric. Some candidates had difficulty demonstrating an understanding of societal influences on wellbeing; however, the number of candidates answering this part well was much higher than in 2002. The better responses were presented in a clear and logical way and were able to apply the skills of critical thinking and analysis. All candidates were able to illustrate their answers with examples. However, the better responses had more relevant and up-to-date examples, while the poorer responses relied on personal experiences.

The responses highlighted the need for candidates to be familiar with all key terms, concepts and skills outlined in the HSC course syllabus. There were many terms and concepts that were misunderstood by some candidates including validity, ethical issue, axes, indulgent, social conscience, global community, telecommuting, evolution of rights and responsibilities in the workplace, government structures and agencies.

Section I – Part A – Multiple Choice

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

Section I – Part B – Short Answer

Questions 11–16

Question 11

This question was generally well answered. While most candidates could identify the need illustrated, better responses also described the significance of this need to youth. Examples of needs include self-esteem, sense of identity, security, acceptance and/or belonging. Significance to the needs of youth could include the importance in this age group to be part of a group, part of a friendship network or fitting into the model of what is seen to be acceptable by peers. Many candidates referred to the high level of youth suicide and its possible link with satisfaction of needs.

Weaker responses identified or defined a need but did not relate it to its significance for youth.

Question 12

Better responses identified parts of a written report, including literature review, methodology, results, analysis, discussion, conclusion, bibliography and appendix.

Many candidates answered this question in terms of the findings that could be included in a written report about community resources for males and females, discussing aspects such as females being more likely to seek out resources, and resources being gender specific.

Some candidates discussed the focus of the written report, addressing questions such as how resources are accessed differently and the reasons they are accessed.

Weaker responses identified some of the parts of a written report.

Question 13

This question required candidates to relate rural living to wellbeing of gay or lesbian people. Better responses mentioned one aspect of wellbeing, such as physical, social, emotional, spiritual, economic or political. They also demonstrated an ability to relate a cause and effect of rural living and its impact on gays or lesbians in terms of stated type of wellbeing. Examples of cause and effect included: fewer services for specific health issues (eg HIV/AIDS) being harder to access for this group which may impact on their physical wellbeing; less access to specific support groups may impact on social wellbeing; reduced opportunity to find a partner, issues related to community acceptance and stereotyping may impact on emotional wellbeing; reduced opportunity to find work because of prejudiced attitudes may impact on economic wellbeing.

Weaker responses described aspects of wellbeing for this group, but did not define specific impacts due to rural living.

Question 14

Better responses were able to provide information about parenting relationships and to describe how the media affects communication between parents and children. Discussion was linked to examples, such as: the media providing current information about pertinent issues, eg drug use, which could then be used to promote worthwhile discussion. Negative affects of the media were also mentioned in answers, eg poor images of parenting in sit-com style TV shows and related to communication between parents and children. The affect of the intrusion of the media into family time (eg during meals) was also used as an example to describe how communication can be negatively affected.

Weaker responses described why watching too much TV is not good for children, or responded in general about problems with communication between parents and children.

Question 15

Excellent responses indicated the main features of one ethical issue in research and linked this issue to foster families. Some examples of issues included confidentiality of information, obtaining consent for data collection, and integrity of the researcher. Some links to foster families included past family history having violence as a factor, and that names were to be suppressed for safety reasons.

Weaker responses provided a limited description of an ethical issue, with no reference made to the importance of ethics when researching foster families.

Question 16

Excellent responses included a line or bar graph or histogram that accurately illustrated the data given. Neatness was not a factor, rather the ability to plot points correctly on both axes of the graph and label appropriately.

Part C

Question 17 – Groups in Context

- (a) Excellent responses demonstrated a thorough knowledge of the special characteristics of the group of people with disabilities. Candidates were able to link needs to the special characteristics and were able to differentiate between the types of disabilities in the range of examples provided.

Mid-range responses focused on the special characteristics and needs of people with physical disabilities. They were not able to link needs and special characteristics, with many describing the needs only.

Weaker responses provided a narrow range of examples, with most limited to wheelchair access. Candidates were able to list different disabilities.

- (b) Candidates selected a range of groups however the most common were gay and lesbian, cultural groups such as Aboriginal and Torres Strait Islander, youth and the aged.

Excellent responses were able to identify the needs of the group, as listed in the syllabus, and relate these to conflict within society. They were then able to provide relevant examples of conflict resolution strategies that were appropriate for the group, realistic and in many cases innovative. Candidates were able to discuss three or four conflict situations and conflict resolution strategies.

Average responses were able to discuss the needs of the selected group and the situation within society, but were not able to link the two. In many instances conflict resolution strategies were discussed without any link made to needs, society expectations or the causes of conflict.

Weaker responses used personal experience to provide examples of conflict situations such as conflict between youth and parents. They outlined one conflict resolution strategy that in most cases was to discuss the situation.

- (c) Candidates selected the full range of groups, however the aged, youth, homeless and gay and lesbian were the most common groups chosen. A few candidates selected groups that were not listed in the syllabus.

Excellent responses demonstrated an extensive knowledge of the two selected groups and were able to clearly show the interrelationship between community structures, the needs of the group and individual's rights. Responses used appropriate terminology and were organised in a clear and logical way, either by focusing on each need or each community structure. Candidates were able to demonstrate understanding of the rubric, particularly societal influences on wellbeing.

Average responses often covered one group significantly better than the other. Candidates were able to provide a range of community structures and demonstrate how these met the needs of the group. They were not able to explain how community structures support the individual's rights, or show how society influences wellbeing.

Weaker responses were able to describe some needs and provided a few examples of community structures. Often only one group was identified or the two groups discussed collectively.

Question 18 – Parenting and Caring

- (a) Excellent response discussed a number of social changes that could occur for both males and females when preparing for parenthood.

Average responses referred to social changes that may occur to males OR females. Candidates also grouped both male and female together as 'parents'. Candidates listed rather than explained.

Weaker responses addressed changes that occurred after the birth. Candidates also referred to other changes such as physical and economical, not just social changes.

- (b) Excellent responses explained the statement and suggested management strategies that aimed to bring about change in parenting roles.

Average responses made reference to the statement; however, candidates presented a narrow view of parenting roles. The management strategies identified were limited to one.

- (c) Excellent responses made judgements about factors affecting relationships between carers (voluntary and paid) and the cared for. Candidates discussed both positive and negative aspects.

Average responses explained the influence of factors on caring relationships, but they did not assess these factors. Candidates provided relevant examples of both paid and/or voluntary situations.

Weaker responses provided some information about caring relationships, but did not make reference to paid or voluntary care.

Section II – Options

Question 19 – Family and Societal Interactions

- (a) Excellent responses demonstrated a thorough knowledge and understanding of the Child Support Act with reference to its financial assistance. Candidates clearly outlined the positive impact for the custodial and non-custodial parent, the children and wellbeing for all concerned.

Average responses showed that candidates were able to describe the Child Support Act but were unable to highlight the impact on separated and divorced families.

Weaker responses made brief or incorrect statements concerning the Child Support Act such as it provided emotional support for the child(ren).

- (b) Excellent responses were able to thoroughly discuss legal and cultural factors that indicated adulthood and used excellent, relevant examples.

Average responses were able to provide a list of factors that indicated adulthood in the legal sense. While candidates attempted to address cultural factors, responses were limited in detail.

Weaker responses provided a basic sentence suggesting the legal age in Australia. No mention was made of cultural factors.

- (c) Excellent responses were able to, through relevant examples and discussion, demonstrate the effectiveness of legislation, government structures and/or agencies in supporting adults and family members. These responses also drew valid conclusions when discussing the advantages and disadvantages of the legislation, government structures and agencies.

Average responses were unable to address all three areas – legislation, government structures and agencies. They may have discussed one in detail, but failed to mention the other two. They also showed limited understanding in addressing the effectiveness of these factors.

Weaker responses identified agencies rather than Acts.

Question 20 – Social Impact of Technology

- (a) Excellent responses had an extensive knowledge about technological development as a result of the Industrial Revolution. This was demonstrated through many relevant examples and discussion of their impact on technological development and wellbeing.

Average responses included sound examples of the effects of the Industrial Revolution, but provided limited response to the impact on technological development.

Weaker responses demonstrated basic understanding of the Industrial Revolution and the impact on technological development.

- (b) Excellent responses demonstrated a thorough understanding of the term ‘Global Community’ and provided many relevant examples of technologies.

Average responses did not clearly define a ‘Global Community’, but were able to give some examples of technologies and how they have allowed people to communicate with the rest of the world, eg internet, mobile phones.

Weaker responses showed a lack of understanding of the term ‘Global Community’, but could provide basic information about technologies.

- (c) Excellent responses demonstrated an extensive knowledge and understanding of developments in technology for the family. Candidates provided quality examples of equity and ethical issues for each of the technologies they mentioned. They provided a thorough evaluation about the value of these developments and the wellbeing of family members, supported with a wide range of examples.

Average responses were well organised demonstrating knowledge about developments in technology, using some examples. Candidates mentioned either equity or ethical issues but only briefly and not clearly.

Weaker responses were not able to distinguish between ethics and equity, showing a lack of understanding of this terminology.

Question 21 – Individuals and Work

- (a) Excellent responses demonstrated a clear understanding of ‘telecommuting’ by linking specific examples such as the internet, email, fax and teleconferencing to suitable individuals. These candidates were able to link the suitability of this pattern of work to a diverse range of individuals, for example the disabled, single parents, people living in remote areas and provided both the advantages and disadvantages of telecommuting. Examples of disadvantages included interruptions at home, the need for up to date knowledge of recent technology and social isolation. Advantages that were cited included less travel time, balance of family and work commitments, reduced travel costs and the ability to have extensive international communication.

Average responses were not clear in their understanding of the term ‘telecommuting’ and limited their responses to statements such as, ‘a pattern of work that enables people to

work from home'. Narrow examples were given for the individuals most suited to this pattern of work, eg parents of young children.

Weaker responses identified the individuals suited to telecommuting, but did not address reasons for the suitability of this pattern of work. They confused the terms telecommuting and telemarketing.

- (b) Excellent responses clearly demonstrated an understanding of the terms 'social conscience' and 'education needs' in their answers. They provided extensive knowledge and depth in discussing how, through paid and unpaid work, individuals felt they were putting something back into society and contributing to the community. Examples of suitable professions were teaching, nursing, counselling and UNICEF. Unpaid work examples were extensive and focused on many support groups, eg Red Cross, Smith Family, and Greenpeace.

Average responses provided relevant information about paid and unpaid work, but confused social conscience with social needs and how they benefit the individual by improving their self worth and enable them to feel better about themselves. With education needs, candidates identified ways of getting an education through work rather than how work enhances educational needs.

Weaker responses were able to distinguish between paid and unpaid work and discussed work as a means of socialising and interacting with other individuals. Candidates limited their perceptions of unpaid work to housework and domestic duties.

- (c) Excellent responses demonstrated extensive knowledge and understanding of many government policies, discussing both the rights of the employees and the responsibilities of the employers in implementing these policies. Candidates discussed the positive and negative impacts of government policy on individuals, eg Occupational Health and Safety (OHS) legislation has closed many small businesses due to the high costs included in educating, training and implementing OHS procedures. In addition candidates evaluated the value of government policy on the wellbeing of the individual worker.

Average responses demonstrated knowledge of government policy or rights, and/or rights and responsibilities in the workplace. There was no discussion or evaluation of the impact or contribution of these policies to either the employee or employer in the workplace. Government policies were listed and briefly described with only narrow examples given.

Weaker responses listed some government policies but provided neither a description nor discussion on employee/employer rights and responsibilities in the workplace. Ideas were communicated at a basic level and relied on personal experience.

Community and Family Studies

2003 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1	1	Groups in context	H4.1
2	1	Research Methodology/ Groups in context	H3.1
3	1	Research Methodology	H4.1
4	1	Groups in context	H2.2
5	1	Groups in context	H2.3
6	1	Groups in context	H3.1
7	1	Research Methodology /Parenting and Caring	H4.1
8	1	Parenting and Caring	H1.1
9	1	Parenting and Caring	H2.1
10	1	Parenting and Caring	H1.1
11	2	Groups in context	H2.2
12	2	Research Methodology/Groups in context	H3.1, H4.1
13	4	Groups in context	H2.2, H3.1, H4.2
14	2	Parenting and Caring	H2.2, H3.4
15	2	Research Methodology/Parenting and Caring	H2.1, H4.1
16	3	Research Methodology/Parenting and Caring	H4.1
17 (a)	4	Groups in context	H3.1, H4.2
17 (b)	6	Groups in context	H2.2, H2.3, H4.2, H5.1
17 (c)	15	Groups in context	H2.3, H3.3, H4.2, H5.1, H6.2
18 (a)	4	Parenting and Caring	H1.1, H4.2, H5.1
18 (b)	6	Parenting and Caring	H2.1, H3.4, H4.2, H5.1, H5.2, H6.1
18 (c)	15	Parenting and Caring	H2.1, H2.2, H4.2
19 (a)	4	Family and Social interactions	H3.3, H3.4, H4.2
19 (b)	6	Family and Social interactions	H3.3, H3.4, H4.2, H6.1
19 (c)	15	Family and Social interactions	H3.2, H4.2, H6.1, H6.2
20 (a)	4	Social Impact of Technology	H3.4, H4.2
20 (b)	6	Social Impact of Technology	H3.4, H4.2
20 (c)	15	Social Impact of Technology	H3.4, H4.2, H6.1
21 (a)	4	Individuals and Work	H2.2, H4.2
21 (b)	6	Individuals and Work	H2.2, H2.3, H4.2
21 (c)	15	Individuals and Work	H2.3, H3.3, H4.2, H6.2

2003 HSC Community and Family Studies Marking Guidelines

Question 11

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates basic knowledge and understanding of the identified need and its significance for youth	2
• Demonstrates some knowledge of needs	1

Question 12

Outcomes assessed: H3.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Identifies most parts of the written report	2
• Identifies some parts of the written report	1

Question 13*Outcomes assessed: H2.2, H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding of gay or lesbian people• Evaluates the impact of living in a rural location• Explains the interrelationship between gay or lesbian people, rural location and one aspect of wellbeing	4
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of gay or lesbian people• Describes the impact of living in a rural location• Describes the impact on one aspect of wellbeing	3
<ul style="list-style-type: none">• Demonstrates knowledge about gay or lesbian people• Describes living in a rural location	2
<ul style="list-style-type: none">• Demonstrates basic knowledge about gay or lesbian or rural groups	1

Question 14*Outcomes assessed: H2.2, H3.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates basic knowledge about parenting relationships• Describes one way the media affects communication between parents and children	2
<ul style="list-style-type: none">• Provides some information about parenting relationships OR the effects of the media	1

Question 15*Outcomes assessed: H2.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of ethical issues when collecting data• Relates ONE ethical issue to foster families	2
<ul style="list-style-type: none">• Basic knowledge of ethical issues in research	1

Question 16*Outcomes assessed: H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge and understanding about presenting data• Graph is correct	3
<ul style="list-style-type: none">• Demonstrates knowledge about presenting data• Graph is mostly correct	2
<ul style="list-style-type: none">• Demonstrates basic knowledge about presenting data	1

Question 17 (a)*Outcomes assessed: H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge about people with disabilities as a group• Describes the specific needs that result in special characteristics	4
<ul style="list-style-type: none">• Demonstrates basic knowledge about people with disabilities• Lists the needs of this group and/or the special characteristics	2–3
<ul style="list-style-type: none">• Provides some information about people with disabilities	1–2

Question 17 (b)*Outcomes assessed: H2.2, H2.3, H4.2, H5.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of the selected group• Discusses the needs of the group and the expectations of, or situation within, the wider society• Provides relevant examples for resolving conflict between the needs and society• Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates basic knowledge of the selected group• Identifies the needs of the group and/or the expectations of, or situation within, the wider society• Some reference to conflict between needs and society• Communicates ideas in a basic form using relevant terminology	3–4
<ul style="list-style-type: none">• Provides some information about the selected group OR conflict resolution• Communicates simple ideas using limited terminology	1–2

Question 17 (c)*Outcomes assessed: H2.3, H3.3, H4.2, H5.1, H6.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding of the selected groups• Analyses the interrelationship between the needs of the group, rights of the individual, community structures and wellbeing• Provides relevant examples linked to the analysis• Effectively communicates ideas in an organised manner using appropriate terminology	13–15
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of the selected groups• Explains the interrelationship between the needs of the group and/or rights of the individual and community structures• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology	10–12
<ul style="list-style-type: none">• Demonstrates knowledge of the selected groups OR extensive knowledge of ONE group• Describes the needs of the group/s and/or rights of the individual and community structures• 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 groups OR knowledge of ONE group• Identifies needs of the group/s, rights of the individual and/or community structures• Uses examples that rely on personal experience• 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 needs, rights of individuals OR community structures• Examples rely only on personal experience• Communicates simple ideas using limited terminology	1–3

Question 18 (a)*Outcomes assessed: H1.1, H4.2, H5.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge about social changes when preparing for parenthood• Describes changes for BOTH males and females	4
<ul style="list-style-type: none">• Demonstrates basic knowledge about social changes when preparing for parenthood• Identifies social changes for males and/or females	3
<ul style="list-style-type: none">• Provides some information about changes when preparing for parenthood	1–2

Question 18 (b)*Outcomes assessed: H2.1, H3.4, H4.2, H5.1, H5.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates thorough knowledge and understanding of parenting roles• Explains the statement• Suggests management strategies that aim to bring about change• Communicates ideas in a clear manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates basic knowledge of parenting roles• Makes reference to the statement• Suggests management strategies• Communicates ideas in a basic form using relevant terminology	3–4
<ul style="list-style-type: none">• Provides some information about parenting• Communicates simple ideas using limited terminology	1–2

Question 18 (c)*Outcomes assessed: H2.1, H2.2, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding of caring relationships• Makes a judgement about the influence of factors on care relationships and wellbeing• Provides relevant examples for both paid and voluntary circumstances• Effectively communicates ideas in an organised manner using appropriate terminology	13–15
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of caring relationships• Explains the influence of factors on care relationships• Provides relevant examples for paid and/or voluntary circumstances• Communicates ideas in an organised manner using appropriate terminology	10–12
<ul style="list-style-type: none">• Demonstrates knowledge of caring relationships• Describes the factors influencing caring relationships• Uses narrow examples of paid or voluntary circumstances• Communicates ideas in a clear manner using appropriate terminology	7–9
<ul style="list-style-type: none">• Demonstrates basic knowledge of caring relationships• Identifies the factors influencing caring relationships• Uses examples that rely on personal experience• Communicates ideas in basic form using some relevant terminology	4–6
<ul style="list-style-type: none">• Provides some information about caring relationships or the factors influencing these relationships• Examples rely only on personal experiences• Communicates simple ideas using limited terminology	1–3

Question 19 (a)*Outcomes assessed: H3.3, H3.4, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge of the <i>Child Support (Assessment) Act 1989 (Cth)</i>• Links the legislation to separated or divorced families	4
<ul style="list-style-type: none">• Demonstrates basic knowledge of the <i>Child Support (Assessment) Act 1989 (Cth)</i>• Makes reference to separated or divorced families	3
<ul style="list-style-type: none">• Provides some information about the <i>Child Support (Assessment) Act 1989 (Cth)</i>	1–2

Question 19 (b)*Outcomes assessed: H3.3, H3.4, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of the ways females or males are recognised as adults• Discusses how legal and cultural factors vary according to gender• 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 females or males are recognised as adults• Identifies how legal or cultural factors vary according to gender• Communicates ideas in a basic form using some relevant terminology	3–4
<ul style="list-style-type: none">• Provides some relevant information about legal or cultural factors or the transition from young people to young adults• Communicates simple ideas using limited terminology	1–2

Question 19 (c)*Outcomes assessed: H3.2, H4.2, H6.1, H6.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding about government structures, agencies and legislation that support adults and family members• Discusses the advantages and disadvantages of government structures, agencies and legislation that support adults and family members• Draws valid conclusions as to the effectiveness of government structures, agencies and legislation on their contribution to the wellbeing of adults and family members• Illustrates answers with relevant examples• Communicates ideas clearly in an organised manner using appropriate terminology	13–15
<ul style="list-style-type: none">• Demonstrates knowledge and understanding about government structures, agencies and legislation that support adults and family members• Identifies some advantages and/or disadvantages of government structures, agencies and legislation that support adults and family members• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology	10–12
<ul style="list-style-type: none">• Demonstrates knowledge about government structures, agencies and/or legislation that support adults and family members• Uses narrow examples• Communicates ideas in a clear manner using appropriate terminology	7–9
<ul style="list-style-type: none">• Demonstrates basic knowledge about government structures, agencies and/or legislation• Uses examples that rely on personal experience• Communicates ideas in basic form using some relevant terminology	4–6
<ul style="list-style-type: none">• Provides some information about government structures, agencies or legislation• Communicates simple ideas using limited terminology	1–3

Question 20 (a)*Outcomes assessed: H3.4, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge about technological development• Links technological development to the Industrial Revolution	4
<ul style="list-style-type: none">• Demonstrates basic knowledge about technological development• Makes relevant reference to the Industrial Revolution	3
<ul style="list-style-type: none">• Provides some information about technological development	1–2

Question 20 (b)*Outcomes assessed: H3.4, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of global community• Discusses a range of technological changes• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates basic knowledge of a global community• Identifies some technological changes• Communicates ideas in a basic form using some relevant terminology	3–4
<ul style="list-style-type: none">• Provides some relevant information about technological change or global communities• Communicates simple ideas using limited terminology	1–2

Question 20 (c)*Outcomes assessed: H3.4, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding about developments in technology for the family• Discusses the advantages and disadvantages associated with equity and ethical issues• Draws valid conclusions as to the value of developments in technology or the wellbeing of the family members• Illustrates answer with relevant examples• Communicates ideas clearly in an organised manner using appropriate terminology	13–15
<ul style="list-style-type: none">• Demonstrates knowledge and understanding about developments in technology for the family• Identifies some advantages and/or disadvantages associated with equity and ethical issues• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology	10–12
<ul style="list-style-type: none">• Demonstrates knowledge about developments in technology for the family or equity and ethical issues• Uses narrow examples• Communicates ideas in a clear manner using appropriate terminology	7–9
<ul style="list-style-type: none">• Demonstrates basic knowledge about developments in technology for the family or equity and ethical issues• Uses examples that rely on personal experience• Communicates ideas in basic form using some relevant terminology	4–6
<ul style="list-style-type: none">• Provides some information about technology for the family or equity or ethical issues• Communicates simple ideas using limited terminology	1–3

Question 21 (a)*Outcomes assessed: H2.2, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge about telecommuting• Links telecommuting to different individuals	4
<ul style="list-style-type: none">• Demonstrates basic knowledge about telecommuting• Makes reference to its suitability for different individuals	3
<ul style="list-style-type: none">• Provides some information about telecommuting	1–2

Question 21 (b)*Outcomes assessed: H2.2, H2.3, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of paid and unpaid work• Discusses social conscience and education needs• Provides relevant examples of paid and unpaid work• Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates basic knowledge of paid and/or unpaid work• Identifies social conscience or education needs• Communicates ideas in a basic form using some relevant terminology	3–4
<ul style="list-style-type: none">• Provides some relevant information about paid or unpaid work• Communicates simple ideas using limited terminology	1–2

Question 21 (c)
Outcomes assessed: H2.3, H3.3, H4.2, H6.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding about the rights and responsibilities in the workplace • Discusses the advantages and disadvantages of government policy • Draws valid conclusions as to the value of government policy on the wellbeing, rights and responsibilities of the employee and the employer • Illustrates answer with relevant examples • Communicates ideas clearly in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates knowledge and understanding about the rights and responsibilities in the workplace • Identifies some advantages and/or disadvantages of government policy • Provides relevant examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates knowledge about rights and/or responsibilities in the workplace, OR government policy • Uses narrow examples • Communicates ideas in a clear manner using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge about rights OR responsibilities in the workplace, OR government policy • Uses examples that rely on personal experience • Communicates ideas in basic form using some relevant terminology 	4–6
<ul style="list-style-type: none"> • Provides some information about rights OR responsibilities in the workplace, OR government policy • Communicates simple ideas using limited terminology 	1–3