

**2005 HSC Notes from
the Marking Centre
Community and Family Studies**

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2005 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 2005 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.

This document should be read along with the relevant syllabus, the 2005 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.

Section I

Part A Multiple Choice

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

Part B

Question 11

Better responses identified a relevant strategy for Eddie such as volunteer work, further education, hobbies, and alternative social activities. These responses then explained how this strategy could contribute to the improvement of Eddie's self-esteem by making him feel valued, contributing to society and regaining his confidence, sense of identity or sense of belonging.

Weaker responses identified a strategy but did not link it to Eddie's self-esteem or merely stated that it would improve his self-esteem without stating how. Other responses confused self-esteem with wellbeing.

Question 12

Better responses identified three relevant responsibilities of children eg treating parents with respect, acting responsibly and fostering positive relationships with siblings, and sketched these in general terms by presenting a brief explanation of each. Some also noted that by fulfilling these responsibilities children were contributing to the harmony of the family unit.

Weaker responses merely listed three responsibilities but did not outline each as stated in the question. Other responses provided information about only one or two responsibilities. Some candidates confused the term ‘responsibilities’ with rights, whilst others discussed parental responsibilities, not those of the children.

Question 13

Better responses provided examples of sampling methods such as random, cluster, quota and stratified sampling and discussed their relationship to reliable research outcomes. They identified the meaning of ‘reliable’ as being the ability to repeat the research and still come up with the same result, and then made the link between the sampling method used and the reliability of the outcome. Representative sampling such as sample size, age, gender, socio-economic and cultural mix were presented as relevant examples. These responses also mentioned issues of bias and related this to the selection of the sample and therefore the reliability of the research outcomes.

Mid-range responses defined sampling methods and demonstrated an understanding of the term ‘reliable’ but did not identify or explain the relationship between the two.

Weaker responses misinterpreted the term ‘sampling methods’ as ‘pilot study’ or ‘research methods’ such as survey, questionnaire or interview. They stated that testing these first as in a pilot study would determine the validity or success of the research. These responses were unable to demonstrate an understanding of the term ‘reliable’.

Question 14

Better responses identified special characteristics of rural families and youth and developed an argument or presented a conclusion to justify the groups as unique entities. They discussed the special needs of the group and related these to the challenges and difficulties faced in meeting these needs and subsequent wellbeing. Knowledge of each group was extensive and relevant examples provided to support their argument.

Mid-range responses identified the special characteristics of each group but failed to provide an argument or conclusion to support their answer. Characteristics were more generalised, such as ‘rural families are isolated’. Some responses in this range presented sound knowledge of one group and a more limited knowledge of the other.

Weaker responses presented definitions and some identifying features of rural families and youth or presented information about just one group. They failed to demonstrate any knowledge of the special characteristics of the groups that make them unique and inaccuracies were often presented. Some responses merely listed the special needs from the syllabus in priority order for each group but did not support these with an explanation or examples.

Part C

Question 15

- (a) Better responses outlined two issues that may arise when the needs of one group conflict with the expectations of the wider community. The candidates selected one group from the syllabus and illustrated their responses with relevant examples. The issues chosen, the conflict and the community's expectations were communicated in an organised manner using appropriate technology.

Mid-range responses outlined two issues but provided only some information about the conflict between the group and or the wider community. These responses rarely illustrated their answers with examples.

Weaker responses either identified an issue and provided a limited amount of information about the group or wider community, or provided a relevant point about groups, but did not relate the point to a specific group from the syllabus.

- (b) Better responses defined a group and demonstrated knowledge and understanding of how age, gender and education affect the group's access to resources. Answers were illustrated with relevant examples and ideas communicated in an organised manner using appropriate terminology.

Mid-range responses identified a group and showed a basic understanding of the three factors or a detailed explanation of two factors relating to the group's access to resources. Ideas were communicated in a clear manner using appropriate terminology.

Weaker responses provided some information about a factor affecting access to resources and communicated using simple ideas and limited terminology.

- (c) Better responses demonstrated extensive knowledge and understanding of the two groups. They analysed the relationship between meeting the needs of the group, modifying their social environment, and their wellbeing, and were able to provide relevant examples, linked to the modifications eg the aged often experience feelings of loneliness and the proposed modification could be a regular bus trip to a venue of interest to enable the aged to interact and socialise. This would improve their feelings of self-worth. Ideas were communicated in an organised manner and appropriate terminology used.

Mid-range responses described the needs of the groups or modification of the social environment of the selected groups or extensive knowledge of one group. Examples were narrow but communicated in a clear manner using appropriate terminology.

Weaker responses demonstrated basic knowledge of the selected groups or knowledge of one group, and identified the needs of the groups or a social environment which could be modified. They used examples based on personal experience and communicated ideas in a basic form using some relevant terminology.

Question 16

- (a) Better responses gave a variety of examples of how childcare services support parents and carers. They provided examples of different childcare services and linked their role to how

they supported parents and carers and enhanced their wellbeing. Correct terminology was used to support the explanations.

Mid-range responses demonstrated a basic understanding of childcare services with only a limited link to how these services supported parents and carers. Some relevant terminology was used.

Weaker responses gave a general outline of childcare services with no link to how they supported parents and carers.

- (b) Better responses demonstrated both positive and negative effects of high and low socio-economic status on parenting and caring relationships, and linked these to wellbeing. Candidates identified different types of special needs and discussed how these influenced parenting and caring relationships. Examples included special needs of children and/or parents.

Mid-range responses demonstrated a basic knowledge about parenting and caring relationships with no link to how socio-economic status and/or special needs affected parenting and caring relationships. Few relevant examples were given.

Weaker responses provided some information about parenting and caring relationships, socio-economic status or special needs with no links to the effects on the relationships or wellbeing.

- (c) Better responses demonstrated an extensive knowledge of the full range of rights and responsibilities of parents and carers. They examined a number of parenting and caring situations, analysing similarities and/or differences in their rights and responsibilities. Examples of parenting situations included the biological or social eg fostering, adoption and step-parenting. Examples of caring situations included teachers, grandparents, childcare workers and the carers for the elderly or disabled. Appropriate terminology was used and the rights and responsibilities linked to the wellbeing of parents, carers and children.

Mid-range responses demonstrated a general knowledge of the rights and responsibilities of parents and carers. Limited comparisons were made between parents and carers in different situations with a narrow link to wellbeing. Duty of care was the main example cited.

Weaker responses lacked an understanding of the rights and responsibilities of parents and carers. In general they provided some information about rights or responsibilities and parents or carers. No comparisons were made with different situations, nor links to wellbeing. Examples relied on personal experiences using poor terminology.

Section II

Question 17

- (a) Better responses identified one legislative Act and clearly explained its relationship to socially responsible behaviour. For example, the Crimes (Domestic Violence) Act sets guidelines for socially acceptable behaviour, through prohibiting behaviours such as domestic violence. In this legislation guidelines for appropriate behaviour within society are made clear and punishments are given to those who refuse to obey the guidelines set in place.

- (b) Better responses provided detailed and accurate knowledge of the community supports that address violence-related issues. Candidates discussed positive and/or negative points concerning these issues, giving specific and separate examples for males and females: for example, females seem to have more support offered because they are usually the victims of violence. The Salvation Army provides accommodation through women's refuges and men's hostels to provide a safe environment and enhance wellbeing, whilst Men's Line is a 24-hour telephone service aimed at men.

Mid-range responses provided general information about violence in families or a basic outline of community support available for females.

- (c) Better responses demonstrated an extensive knowledge of the administration of laws by a variety of government departments and support agencies, and clearly explained this relationship. They integrated judgements concerning the effectiveness of the departments and agencies throughout the response: for example, the Family Law Court supports adults by setting out their responsibilities, in Parenting Plans, for issues such as child support payments and visitation rights. These plans are effective as they can be enforced like an Order and are monitored by the Family Court.

Mid-range responses provided information on laws but did not focus the discussion on government departments or support agencies that administered laws supporting adults and family members.

Weaker responses in all parts of Question 17 relied on generalisations concerning types of community support for groups across the lifespan, which was perhaps an indication that the option selected had not been studied in class.

Question 18

- (a) Better responses identified one technological development and clearly explained its contribution to wellbeing: for example, the internet has replaced day-to-day jobs such as banking, shopping and communicating and acts as a significant timesaver for all who can access it. This contributes to an individual's wellbeing as it limits the physical exertion and stress that can be caused from trying to fit all jobs into one day.
- (b) Better responses provided detailed and accurate knowledge of the influence of both age and gender upon the availability and acceptance of technology. Candidates discussed positive and/or negative points concerning this impact: for example, males take risks more readily than females and due to this are more willing to accept some new technologies. Male risk-taking behaviour allows them to embrace new and exciting things that females may take more cautiously, eg a female may be more wary of privacy and censorship on the internet.

Mid-range responses provided more general information or only addressed part of the question, such as the impact of age upon the acceptance of technology.

- (c) Better responses demonstrated an extensive knowledge of a variety of technologies, clearly explaining how their use influenced interpersonal relationships in families and communities. These candidates integrated judgements, concerning the value of the technologies upon various aspects of wellbeing throughout their response: for example, technologies such as gym equipment have allowed sporting teams to train together and strengthen friendships to help benefit performance.

Mid-range responses provided more general information or only addressed part of the question: for example, transport has been improved by technology which improves relationships because it is easier to travel to places and visit people.

Weaker responses in all parts of Question 18 relied on generalisations concerning technologies, which was perhaps an indication that the option selected had not been studied in class.

Question 19

- (a) This question required candidates to explain the impact upon their wellbeing of upholding a right of an employee in the workplace. Better responses clearly linked the cause and effect by identifying a specific right and discussing the relationship: for example, the right of an employee to a safe work environment ensures the peace of mind of all employees with the knowledge that they can work effectively and productively without the concern that their welfare is or will be jeopardised. Some responses addressed the policies and legislation in place that ensure redress if this right is violated.

Weaker responses either focused on worker wellbeing with relation to reasons for work or identified a right or part thereof without relating it to worker wellbeing.

- (b) Better responses clearly demonstrated thorough knowledge of gender stereotyping within paid and unpaid work throughout history, and discussed changes up to the present day. Candidates indicated societal changes and government strategies put in place to minimise possible imbalances, for example, leave entitlements to encourage both genders into both types of work. Clear knowledge of societal influence on gender imbalance was evident. Excellent and relevant examples were provided, such as men still dominating managerial positions especially in the domain of politics, doctors/specialists and law even though the glass ceiling has been challenged.

Mid-range candidates discussed traditional roles only and did not adequately address both paid and unpaid work or provide relevant examples.

Weaker responses identified one relevant point, for example, more men work in paid work than women, and provided shallow and limited discussion.

- (c) Better responses identified strategies that individuals and families could use to effectively manage workplace and family roles: for example, when referring to the workplace candidates could refer to an individual or family member who is able to effectively balance roles, will be happier in the workplace and therefore can be more productive. In reference to the family an example could be that by managing roles effectively time can be given back for the family to spend time together and make life less stressful. Once the candidate identified the strategies they assessed them by making some form of judgement as to how these strategies effectively managed workplace and family roles: for example, one parent could alter their work pattern to include some days of working from home or telecommuting. This saves the parent time in travelling to work. The parent can fulfil their family role of assisting the children in getting ready for school. However, if the children are young and not yet at school, they could be very disruptive to the working parent who may then not be as productive at home.

Better responses also included a number of different strategies such as flexible work hours, differing work patterns, use of informal and formal support networks, technology to assist individuals and families, negotiating and sharing roles, having a positive work culture

available to them and the use of regulations and entitlements such as maternity and paternity leave. Each strategy was clearly linked to the individual and family wellbeing: for example, the strategy of accessing family leave entitlements when a child is sick contributes to the family's well being, as the child feels more secure that the parent is home and will probably recover more quickly. The parent will feel better that they have been honest at work and secure in the knowledge that their child is safely at home recovering. Relevant examples were given, which clearly related to the question. Responses were written in an organised manner and ideas were communicated effectively.

Mid-range responses demonstrated general knowledge on strategies for managing both family and workplace roles or demonstrated a wide range of strategies for either balancing family roles or workplace roles. Comments were limited to how good the strategy would be for the family but needed to make some attempt to demonstrate an understanding of how these strategies had an effect on individual and family wellbeing.

Weaker responses referred to a single strategy or listed some general strategies in point form without discussing how individuals and families could effectively manage workplace and family roles. Strategies often relied on personal experience and did not link to wellbeing. Ideas were communicated in a basic form using limited technology.

Community and Family Studies

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
Part A			
1	1	Parenting and caring	H2.1
2	1	Research methodologies	H4.1
3	1	Groups in context	H5.1
4	1	Research methodologies	H4.1
5	1	Parenting and caring	H2.1
6	1	Research methodologies	H4.1
7	1	Groups in context	H3.1
8	1	Parenting and caring	H3.2
9	1	Groups in context	H2.2
10	1	Parenting and caring	H3.4
Section I			
Part B			
11	2	Groups in context	H2.2
12	3	Parenting and caring	H1.1, H2.2, H2.3, H5.1
13	4	Research methodologies	H4.1
14	6	Groups in context	H4.2
Section I			
Part C			
15 (a)	4	Groups in context	H3.3
15 (b)	6	Groups in context	H1.1
15 (c)	15	Groups in context	H2.2, H3.1, H5.1
16 (a)	4	Parenting and caring	H3.2
16 (b)	6	Parenting and caring	H2.1
16 (c)	15	Parenting and caring	H2.1, H2.2, H2.3, H3.4
Section II			
17 (a)	4	Family and Societal Interactions	H3.4
17 (b)	6	Family and Societal Interactions	H6.1
17 (c)	15	Family and Societal Interactions	H3.2, H6.2
18 (a)	4	Social Impact of Technology	H3.4
18 (b)	6	Social Impact of Technology	H6.1
18 (c)	15	Social Impact of Technology	H2.3, H3.4, H4.2
19 (a)	4	Individuals and Works	H2.3
19 (b)	6	Individuals and Works	H6.1
19 (c)	15	Individuals and Works	H3.4, H5.2

2005 HSC Community and Family Studies Marking Guidelines

Section I, Part B

Question 11

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies one strategy and how it could improve the self-esteem of a disabled person Provides characteristics of the one strategy identified 	2
<ul style="list-style-type: none"> Provides some knowledge of self-esteem or identifies one strategy 	1

Question 12

Outcomes assessed: H1.1, H2.2, H2.3, H5.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Sketches in general terms THREE responsibilities children have towards their parents and other family members Communicates ideas in a clear manner using appropriate terminology 	3
<ul style="list-style-type: none"> Provides information about TWO responsibilities of children OR lists THREE responsibilities Communicates in a basic form using limited terminology 	2
<ul style="list-style-type: none"> Provides information about ONE responsibility or lists TWO responsibilities 	1

Question 13*Outcomes assessed: H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of the relationship between sampling methods and reliable research outcomes• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology	4
<ul style="list-style-type: none">• Demonstrates knowledge about sampling methods and reliable research outcomes• Communicates ideas in a basic form using some relevant terminology	3
<ul style="list-style-type: none">• Provides some information about sampling methods and research outcomes	2
<ul style="list-style-type: none">• Provides ONE relevant point about sampling methods or research outcomes	1

Question 14*Outcomes assessed: H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding of the special characteristics that make rural families and youth special entities• Provides an argument or conclusion to support answer• Provides relevant examples• Effectively communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of the special characteristics that make rural families and youth special entities• Provides some relevant examples• Communicates ideas in a clear manner using appropriate terminology	3–4
<ul style="list-style-type: none">• Provides some relevant information about rural families and/or youth• Communicates simple ideas using limited terminology	1–2

Section I, Part C

Question 15 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Outlines TWO issues that may arise and how the group's needs may conflict with the expectations of the wider community• Illustrates answer with relevant examples• Communicates ideas in an organised manner using appropriate terminology	4
<ul style="list-style-type: none">• Outlines TWO issues that may arise and provides some information about conflict between the group and/or the wider community• Communicates ideas in a basic form using some relevant terminology	3
<ul style="list-style-type: none">• Identifies an issue and provides some information about the group and/or the wider community	2
<ul style="list-style-type: none">• Provides ONE relevant point about group needs or conflict	1

Question 15 (b)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Defines ONE group• Demonstrates knowledge and understanding how age, gender and education affects the group's access to resources• Illustrates answer with relevant examples• Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Identifies ONE group• Demonstrates basic knowledge and understanding of THREE factors or TWO factors in detail relating to the group's access to resources• Communicates ideas in a clear manner using appropriate terminology	3–4
<ul style="list-style-type: none">• Provides some relevant information about a factor affecting access to resources• Communicates simple ideas using limited terminology	1–2

Question 15 (c)
Outcomes assessed: H2.2, H3.1, H5.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the selected groups • Analyses the interrelationship between meeting the needs of the group, modifying their social environment and wellbeing • Provides relevant examples linked to the argument or suggestions • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound knowledge and understanding of the selected groups • Explains the interrelationships between meeting the needs of the group and/or modifying their social environment • Provides relevant examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a general knowledge of the selected groups OR extensive knowledge of ONE group • Describes the needs of the group/s OR modifying their social environment • 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 OR a social environment which can be modified • 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 • Examples rely only on personal experience • Communicates simple ideas using limited terminology 	1–3

Question 16 (a)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge about the role of childcare services in supporting parents and carers• Illustrates answers with relevant examples of childcare services and their role in supporting parents and carers• Effectively communicates ideas in an organised manner using appropriate terminology	4
<ul style="list-style-type: none">• Demonstrates some basic knowledge about the role of childcare services in supporting parents and carers• Communicates ideas in a basic form using some relevant terminology	3
<ul style="list-style-type: none">• Provides some information about the role of childcare services in supporting parents and carers	2
<ul style="list-style-type: none">• Provides one relevant point about carers, parents OR childcare services	1

Question 16 (b)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound knowledge and understanding about the influences of socioeconomic status and special needs on parenting and caring relationships• Illustrates answer with relevant examples• Communicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">• Demonstrates a basic knowledge about parenting and caring relationships• Outlines the effects of socioeconomic status and/or special needs• Communicates ideas in a clear manner using appropriate terminology	3–4
<ul style="list-style-type: none">• Provides some information about parenting, caring, relationships, socioeconomic status OR special needs• Communicates simple ideas using limited terminology	1–2

Question 16 (c)

Outcomes assessed: H2.1, H2.2, H2.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an extensive knowledge and understanding of rights and responsibilities of parents and carers • Shows similarities and/or differences between parents and carers in different situations • Analyses the interrelationships of parents and carers to their wellbeing • Illustrates answer with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound knowledge and understanding of rights and responsibilities of parents and carers • Shows similarities or differences between parents and carers in different situations • Explains the interrelationship of parenting OR caring to their wellbeing • Provides relevant examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a general knowledge of rights and responsibilities of parents and carers • Shows similarities or differences between parents and carers • Uses narrow examples • Communicates ideas in a clear manner using appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge of rights and/or responsibilities of parents and/or carers • Identifies a parenting OR caring situation • 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 of rights and/or responsibilities OR parents and/or carers • Examples rely only on personal experiences • Communicates simple ideas using limited terminology 	1–3

Section II

Question 17 (a)

Outcomes assessed: H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE legislative ActExplains the relationship between the legislative Act and guidelines for socially acceptable behaviourProvides relevant examplesCommunicates ideas in a clear manner using appropriate terminology	4
<ul style="list-style-type: none">Identifies ONE legislative Act or describes a lawProvides some information on how the legislative Act relates to socially acceptable behaviourCommunicates ideas in a basic form using limited terminology	2–3
<ul style="list-style-type: none">Makes one relevant point about a legislative Act OR socially acceptable behaviour	1

Question 17 (b)

Outcomes assessed: H6.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a sound knowledge and understanding of how community support for males and females addresses violence-related issuesProvides the positive and/or negative aspects of violence-related issues that affect males and femalesProvides relevant examplesCommunicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">Demonstrates basic knowledge of community support for males and/or females and violence-related issuesProvides some aspects of how violence-related issues affect males and/or femalesCommunicates ideas in a basic form using some relevant terminology	3–4
<ul style="list-style-type: none">Provides some relevant information about community support for males, females or violence-related issuesCommunicates simple ideas using limited terminology	1–2

Question 17 (c)
Outcomes assessed: H3.2, H6.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding about government departments and support agencies and the administration of laws supporting adults and family members • Draws valid judgements about the effectiveness of government departments and support agencies in administering laws • Shows how government departments and agencies support the wellbeing of adults and family members • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound knowledge and understanding about government departments and support agencies and the administration of laws supporting adults and family members • Makes some reference to the effectiveness of government departments • Describes some ways in which government departments and agencies support the wellbeing of adults and/or family members • Provides some relevant examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a general knowledge about government departments and support agencies and the administration of laws • Provides some information about support for 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 departments and/or agencies and/or legislation • Refers to the support for adults and/or family members • 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 government departments and/or agencies and/or legislation and/or support for adults and family members • Communicates simple ideas 	1–3

Question 18 (a)*Outcomes assessed: H3.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE technological developmentExplains the relationship between the technological development and individual wellbeingProvides some relevant examplesCommunicates ideas in a clear manner using some appropriate terminology	4
<ul style="list-style-type: none">Identifies ONE technological developmentProvides some information on how technological development contributes to wellbeingCommunicates ideas in a basic form using some appropriate terminology	2–3
<ul style="list-style-type: none">Makes one relevant point about a technological development OR wellbeing	1

Question 18 (b)*Outcomes assessed: H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a sound knowledge and understanding of how age and gender influence the availability and acceptance of technologyProvides positive and/or negative aspects of age and gender to availability and acceptance of technologyProvides relevant examplesCommunicates ideas in an organised manner using appropriate terminology	5–6
<ul style="list-style-type: none">Demonstrates basic knowledge of age and/or gender and the availability and/or acceptance of technologyProvides some aspects of age and/or gender and availability and/or acceptance of technologyCommunicates ideas in a basic form using some relevant terminology	3–4
<ul style="list-style-type: none">Provides some relevant information about age, gender and technologyCommunicates simple ideas using limited terminology	1–2

Question 18 (c)*Outcomes assessed: H2.3, H3.4, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding about different technologies• Draws valid judgements as to the value of development in technology and its effect on wellbeing• Shows how technology influences interpersonal relationships within families and communities• Illustrates with relevant examples• Effectively communicates ideas in an organised manner using appropriate terminology	13–15
<ul style="list-style-type: none">• Demonstrates a sound knowledge and understanding about different technologies• Makes some reference to the value of development in technology• Identifies some influences on interpersonal relationships within families and communities• Provides some relevant examples• Communicates ideas in an organised manner using appropriate terminology	10–12
<ul style="list-style-type: none">• Demonstrates a general knowledge about different technologies• Provides some information to interpersonal relationships• Uses narrow examples• Communicates ideas in a clear manner using appropriate terminology	7–9
<ul style="list-style-type: none">• Demonstrates basic knowledge about different technologies• Refers to interpersonal relationships• 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 technology OR interpersonal relationships• Communicates simple ideas	1–3

Question 19 (a)*Outcomes assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies ONE right of an employee• Explains the relationship between the right of an employee and their wellbeing in the workplace• Provides some relevant examples• Communicates ideas in a clear manner using some appropriate terminology	4
<ul style="list-style-type: none">• Identifies ONE right of an employee• Provides some information on how the right relates to wellbeing• Communicates ideas in a basic form using some appropriate terminology	2–3
<ul style="list-style-type: none">• Makes ONE relevant point about an employee OR wellbeing in the workplace	1

Question 19 (b)*Outcomes assessed: H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound knowledge and understanding of paid and unpaid work• Provides the positive and/or negative aspects of how gender can influence participation in paid and unpaid work• 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 knowledge of paid and unpaid work• Provides some aspects of how gender can influence participation in paid and/or unpaid work• Provides limited examples of paid and/or unpaid work• 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 19 (c)
Outcomes assessed: H3.4, H5.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding about effectively managing workplace and family roles • Draws valid judgements about the proposed strategies and their effect on individual and family wellbeing • Shows how the strategies allow individuals and families to effectively manage workplace and family roles • Illustrates with relevant examples • Effectively communicates ideas in an organised manner using appropriate terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound knowledge and understanding about effectively managing workplace and family roles • Makes some reference to the proposed strategies and their effect on individual and family wellbeing • Identifies how the strategies have some influence on managing workplace and family roles • Provides relevant examples • Communicates ideas in an organised manner using appropriate terminology 	10–12
<ul style="list-style-type: none"> • Demonstrates a general knowledge about managing workplace and/or family roles • Provides some information on the individual and/or family • Describes some information on strategies and management of workplace and family roles • Provides some relevant examples • Communicates ideas in a clear manner using some appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates basic knowledge about workplace and/or family roles • Refers to a strategy and its effects on the individual and/or family • Uses examples that rely on personal experience • Communicates ideas in a basic form using limited terminology 	4–6
<ul style="list-style-type: none"> • Provides some information about workplace OR family roles • Communicates simple ideas 	1–3