



**CHILDREN, FAMILY AND
THE COMMUNITY**

ATAR course examination 2024

Marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Multiple-choice

10% (10 Marks)

Question	Answer
1	c
2	b
3	a
4	a and d
5	d
6	b
7	a
8	c
9	c
10	a

Section Two: Short answer

50% (108 Marks)

Question 11

(19 marks)

- (a) Identify and justify a developmental stage from Erikson's theory of psychosocial development that is **most** relevant to each family member listed in the table below. (15 marks)

Description		Marks
For each correctly identified stage (5 x 1 mark)		
Correctly identifies developmental stage		1
Subtotal		5
Justification (5 x 2 marks)		
Justifies how the family member fits the developmental stage of Erikson's theory of psychosocial development		2
States how the family member fits the developmental stage of Erikson's theory of psychosocial development		1
Subtotal		10
Total		15
Family member/s	Stage of psychosocial development	Justification
Rona and David	Generativity vs. stagnation	Generativity means giving to the next generation through child rearing, caring for other people, or other work. Rona and David are caring for family members and have 'generated' baby Kai together.
Kai	Trust vs. mistrust	Trust vs. mistrust is the first stage where an infant learns to 'trust' the world through having their basic needs met. Kai is only 6-months-old so is solely dependent on others for nourishment, shelter and other physiological needs.
Hannah	Intimacy vs. isolation	Intimacy vs. isolation is where a person seeks to have relationships with a significant other. Hannah is a teenager who has recently broken up with her long-term boyfriend, demonstrating she is capable and ready for a fulfilling relationship.
Lauren	Industry vs. inferiority	Lauren is in the early stages of industry vs. inferiority which occurs during middle childhood. They develop self-confidence when things are done well and are aware of their own weaknesses. Lauren is demonstrating these behaviours by realising her talent for painting, positive role modelling for Kai and the abilities of others, where she feels inferior.
David's Mum and Dad	Ego integrity vs. despair	Ego integrity vs. despair occurs in later adulthood when an individual questions the meaning of life and wants to make a meaningful contribution to their loved ones and society. David's Mum and Dad are demonstrating Ego Integrity by wanting to support the family and providing them with assistance.
Accept other relevant answers.		

Question 11 (continued)

- (b) Describe **two** ways a family member can contribute to ensuring a positive outcome in Kai's developmental stage. (4 marks)

Description	Marks
For each contribution (2 x 2 marks)	
Describes a way a family member could contribute to ensuring a positive outcome in Kai's developmental stage trust vs. mistrust	2
Identifies a way a family member could contribute to ensuring a positive outcome in Kai's developmental stage trust vs. mistrust	1
Total	4
Answers could include:	
<ul style="list-style-type: none">• David's Mum and Dad are providing housing and shelter to Kai, providing care and a comfortable environment to ensure he is comfortable. This could assist with Kai learning to trust his environment and his needs being met• David and Rona are the biological parents of Kai and by providing love, nutrition and basic needs they are assisting Kai with learning to trust that his physiological, safety and nurturing needs will be satisfied leading to a positive resolution• Lauren is the half-sister of Kai and has a positive relationship with her little brother. By loving, playing and caring for him, she is demonstrating positive role modelling which assists Kai with learning to trust the world around him, having a successful resolution to the first stage of Erikson's theory.	
Accept other relevant answers.	

Question 12

(14 marks)

(a) Describe **one** way a community addresses disadvantage.

(2 marks)

Description	Marks
Describes a way a community addresses disadvantage	2
Identifies a way a community addresses disadvantage	1
Total	2
<p>Answers could include:</p> <div style="border: 1px dashed gray; padding: 10px; margin: 10px 0;"> <p style="text-align: center; color: gray;">For copyright reasons this text cannot be reproduced in the online version of this document</p> </div> <ul style="list-style-type: none"> • • the Front Project is an advocacy group that aims to reduce disadvantages for all children so they can access early childhood education. The project is a national group that through research and advocacy aims to create system changes that will have a lasting impact to improve outcomes for children and families • educational community groups (schools) address the disadvantage through supporting educating students, for example through breakfast club programs to ensure all students have access to food in the morning. They also supply additional resources to disadvantaged students including stationery, uniforms, books and devices to ensure all students have the same opportunities at school and can access the curriculum equally • diversity and inclusion groups are advocacy groups working towards promoting diversity and inclusivity in various contexts to address disadvantage • volunteer groups are collectives of individuals who donate their time and skills to support various community initiatives, addressing disadvantage. 	
Accept other relevant answers.	

Question 12 (continued)

- (b) Describe how valuing local knowledge, culture and resources can enhance community development. (6 marks)

Description	Marks
Local knowledge	
Describes how valuing local knowledge can enhance community development	2
Identifies how valuing local knowledge can enhance community development	1
Subtotal	2
Culture	
Describes how valuing culture can enhance community development	2
Identifies how valuing culture can enhance community development	1
Subtotal	2
Resources	
Describes how valuing resources can enhance community development	2
Identifies how valuing resources can enhance community development	1
Subtotal	2
Total	6
<p>Answers could include:</p> <p>Local knowledge</p> <ul style="list-style-type: none"> plays a crucial role in community development, sustainable practices, cultural preservation and effective decision making many communities have indigenous practices related to agriculture, healthcare, and resource management valuing local knowledge promotes social inclusion and reduces marginalisation. <p>Culture</p> <ul style="list-style-type: none"> valuing culture fosters a sense of identity, social cohesion, and resilience it reinforces a sense of pride in the community and makes individuals feel a strong connection to their cultural heritage which can positively impact their wellbeing and motivation to be active members of the community cultural tourism initiatives can generate income and appreciation of local art, music, traditions, and historical sites. <p>Resources</p> <ul style="list-style-type: none"> natural, social, economic, and technological resources when used efficiently can enhance community development when communities appreciate and effectively manage their resources, it can lead to sustainable development, improved quality of life, and increased resilience through including renewable energy practices such as solar energy, rainwater tanks and wind energy, communities can work together to become sustainable. 	
Accept other relevant answers.	

- (c) Explain **two** political factors that could impact on the growth and development of a population group in an Australian community. (6 marks)

Description	Marks
For each factor (2 x 3 marks)	
Explains a political factor that impacts on the growth and development of a population group in an Australian community	3
Describes a political factor that impacts on the growth and development of a population group in an Australian community	2
Identifies a political factor that impacts on the growth and development of a population group in an Australian community	1
Total	6
<p>Answers could include:</p> <ul style="list-style-type: none"> • Closing the Gap initiative was introduced by the Australian government to address the significant gaps in health, education, employment, and life expectancy between Australian First Nations Peoples and the non-Indigenous population. These gaps were identified because of injustices and discrimination. This political factor is a national commitment to achieve measurable improvements in key indicators related to the wellbeing of this population group. It involves collaboration between the government, Australian First Nations Peoples communities, and various stakeholders to enhance the growth and development of individuals in this community • National Disability Insurance Scheme was a political factor that the Australian government implemented to fund costs associated with disability. The scheme seeks to empower individuals with disabilities to lead more independent lives and participate fully in their communities. This enhances the growth and development of disabled people in the Australian community • West Australian Government and the Polly Farmer Foundation collaborated to form the Follow the Dream initiative which supports the aspirations of Australian First Nations students to successfully complete secondary school. It provides access to tutoring and mentoring opportunities to enable them to excel. Achieving academic success lies at the heart of the program through students having access to individualised after-school tutoring and mentoring that improves performance across all areas of the curriculum. This factor provides opportunities for students to enhance their growth and development through participation. 	
Accept other relevant answers.	

Question 13

(25 marks)

- (a) Identify and describe how a product, service and system could be used to enhance the relationship between social cohesion and a sustainable society. (9 marks)

Description	Marks
Product	
Identifies and describes how a product could be used to enhance the relationship between social cohesion and a sustainable society	3
Identifies a product and states a fact about how it could be used to enhance social cohesion or a sustainable society	2
Identifies a product	1
Subtotal	3
Service	
Identifies and describes how a service could be used to enhance the relationship between social cohesion and a sustainable society	3
Identifies a service and states a fact about how it could be used to enhance social cohesion or a sustainable society	2
Identifies a service	1
Subtotal	3
System	
Identifies and describes how a system could be used to enhance the relationship between social cohesion and a sustainable society	3
Identifies a service and states a fact about how it could be used to enhance social cohesion or a sustainable society	2
Identifies a system	1
Subtotal	3
Total	9
<p>Answers could include:</p> <p>Product</p> <ul style="list-style-type: none"> solar projects promote social connection where people work together to reduce energy consumption. They also create educational opportunities for students to learn about sustainable energy and opportunities to support local businesses through the installation of solar panels in both residential and commercial buildings in the community. Through working together on solar energy projects people feel a sense of belonging and increased wellbeing through lowering air pollution and encouraging community participation. <p>Other examples</p> <ul style="list-style-type: none"> reusable drink bottles/coffee containers fabric grocery bags rainwater tanks. <p>Service</p> <ul style="list-style-type: none"> <i>Prepare Produce Provide – 5000Meals</i> is an ongoing program that engages professional chefs, schools and volunteers to take surplus food that might otherwise end up in landfill, and turn it into nutritious meals for people in need. This is an example of both social cohesion with people working together to help people in need whilst reducing waste to create a sustainable society. <p>Other examples</p> <ul style="list-style-type: none"> community gardens producing local food products which could be sold at farmers' markets Red Cross providing natural disaster relief and education resources to schools. 	

<p>System</p> <ul style="list-style-type: none"> local governments provide the 3-bin FOGO system to households to create social cohesion where people are working together to reduce waste creating a sustainable society. <p>Other examples</p> <ul style="list-style-type: none"> transport system – reducing pollution through public transport healthcare system – equal access for all education system – equal access for all, learn about sustainable practices.
Accept other relevant answers.

- (b) With reference to the product identified in part (a), explain **one** benefit of considering the functional factors and **one** benefit of considering the social factors when developing a product. (6 marks)

Description	Marks
For each benefit (2 x 3 marks)	
Explains the benefit of considering the factors when developing a product	3
Describes the benefit of considering the factors when developing a product	2
Identifies the benefit of considering the factors when developing a product	1
Total	6
<p>Answers could include:</p> <p>Functional factors Solar panels need to be comparable to other panels on the market through how much sunlight they convert to electricity. They need to be made from materials that are durable and reliable so they last a long time. Solar panels, once installed, are user friendly as they operate automatically when the sun is up, reducing the consumer's energy consumption and electricity bill.</p> <p>Social factors Solar panels are accessible for all people regardless of culture. The government has offered rebates and incentives to allow people to access them easily. By safeguarding natural resources, solar energy creates ethical practices, increasing social and environmental responsibility. People also provide feedback to the companies that install solar panels on the information and services they have received to improve the experience of customers and ensure the product meets the need of the community.</p>	
Accept other relevant answers.	

Question 13 (continued)

- (c) With reference to the service identified in part (a) page 10, describe **two** cultural factors to be considered when developing a service. (4 marks)

Description	Marks
For each factor (2 x 2 marks)	
Describes a cultural factor to be considered when developing a service	2
Identifies a cultural factor to be considered when developing a service	1
Total	4
Answers could include:	
<ul style="list-style-type: none"> ensure there is equal access regardless of culture. For example, the service should be provided in a variety of languages understand and respect different values and beliefs. For example, the healthcare service can respect family dynamics, religions and privacy concerns communication styles and their impact on the way people interact with a service. 	
Accept other relevant answers.	

- (d) With reference to the system identified in part (a) page 11, explain **one** environmental and **one** economic factor when evaluating a system. (6 marks)

Description	Marks
For each factor (2 x 3 marks)	
Explains a factor when evaluating a system	3
Describes a factor	2
Identifies a factor	1
Total	6
Answers could include:	
<p>Environmental factor</p> <ul style="list-style-type: none"> transport system reduces the number of cars on the road, reducing congestions and emissions <p>Evaluation</p> <ul style="list-style-type: none"> sustainability – evaluating the use of resources, energy efficiency, and the overall ecological footprint. A sustainable system minimises negative environmental effects and contributes to long-term environmental health resource consumption – systems that are designed to be resource-efficient and minimise waste contribute to environmental conservation. This could include the use of renewable energy sources and environmentally friendly materials emissions and pollution – systems that reduce emissions, pollution and the generation of hazardous materials contribute to a cleaner and healthier environment lifecycle analysis – to understand the impact at each stage from raw material, manufacture, use and disposal. <p>Economic factor</p> <ul style="list-style-type: none"> transport system has reduced fees for low-income earners <p>Evaluation</p> <ul style="list-style-type: none"> cost efficiency – initial costs and ongoing operational expenses. Optimising resource allocation, minimising waste, and ensuring that the benefits outweigh the overall expenses market impact – creating jobs and stimulating economic growth budget could be reviewed, and any savings moved to other projects. 	
Accept other relevant answers.	

Question 14

(15 marks)

- (a) Outline
- two**
- human rights issues presented in the infographic above. (4 marks)

Description	Marks
For each human rights issue (2 x 2 marks)	
Outlines a human rights issue from the infographic	2
Identifies a human rights issue	1
Total	4
Answers could include:	
<ul style="list-style-type: none"> • language barrier – 20% of Australians speak another language at home • youth homelessness – in 2011 and 2012, one-third of all people who accessed assisted homelessness services were under 18 years old • the life expectancy of Australian First Nations Peoples – between 2010 and 2012, was 10 years less than that of non-Indigenous Australians • 80% of Australians over 65 rely solely on the pension. 	
Accept other relevant answers.	

- (b) (i) Identify and describe
- one**
- example of a key legislation in place that influences human rights in Australia. (3 marks)

Description	Marks
Identifies an example of a key legislation	1
Subtotal	1
Describes an example of a key legislation	2
States a fact about a key legislation	1
Subtotal	2
Total	3
Answers could include:	
<ul style="list-style-type: none"> • <i>Australian Human Rights Commission Act 1986</i> actions Australia's responsibilities under many different Human Rights treaties of which Australia is a part, including 'the rights of the child', 'the rights of disabled persons', 'covenant on political and civil rights' by articulating the roles and responsibilities of the Australian Human Rights Commission. This ensures there is legislation in place to ensure individuals are afforded human rights. 	
Accept other relevant answers.	

Question 14 (continued)

- (b) (ii) Analyse the effectiveness of the legislation identified in part (b)(i) to prevent **one** of the human rights issues identified in part (a) page 13. (4 marks)

Description	Marks
Analyses the effectiveness of the legislation in preventing a human rights issue identified in part (a)	4
Explains the effectiveness of the legislation in preventing a human rights issue identified in part (a)	3
Describes the effectiveness of the legislation in preventing a human rights issue	2
Identifies how the legislation prevents a human rights issue	1
Total	4
Answers could include: Youth Homelessness <i>Australian Human Rights Commission Act 1986</i> actions Australia's responsibilities under many different Human Rights treaties of which Australia is a part. One of these is 'the rights of the child.' While Australia has a good education system and social support for families in times of crisis and opportunities for children to live a free life, there is still a section of the population under 18 years of age who are accessing homelessness services, although shelter, food and a home are a basic human right. The fact that there are homelessness services to access would suggest that the legislation is aiming to prevent the human rights issue. Accept other relevant answers.	

- (c) Use **one** example to compare the role of the state and federal governments when considering the human rights of individuals, families or communities. (4 marks)

Description	Marks
Uses an example to compare the role of the state and federal governments when considering the human rights of individuals, families or communities	4
Uses an example to explain the role of the state and federal governments when considering the human rights of individuals, families or communities	3
Uses an example to describe the role of the state and federal governments when considering the human rights of individuals, families or communities	2
Identifies a role of the state or federal government when considering human rights	1
Total	4
<p>Answers could include:</p> <p>Youth Homelessness <i>The Australian Human Rights Commission Act 1986</i> is a federal government law which honours Australia's agreement to international treaties, specifically 'The Declaration of the Rights of the Child'. More specifically, all children have a right to enjoy special protection, to receive adequate housing, and to be protected against all forms of neglect, cruelty and exploitation. The <i>Equal Opportunity Act 1984</i> also aims to protect children from neglect, cruelty and exploitation at a state government level.</p> <p>At a federal level, the Human Rights Commission is an independent statutory authority that can deal with complaints of human rights violations against individuals, families and communities (including employment matters which could lead to youth homelessness). At a state level the Equal Opportunity Commission is a government service that provides education, law and support to provide equity and opportunity in Western Australia but does not specifically cover children, it does however protect families in the workplace.</p> <p>Accept other relevant answers.</p>	

Question 15

(12 marks)

The federal government has created many policies to enhance the growth and development of individuals and families in the community.

Analyse the impact of **two** federal government policies on the social, environmental and economic factors that affect growth and development of individuals and families.

Description	Marks
For each policy (2 x 6 marks)	
Analyses the impact the federal government policy has on the social, environmental and economic factors that affect growth and development of individuals and families	6
Explains the impact the federal government policy has on the social, environmental and economic factors that affect growth and development of individuals and families	5
Describes the impact the federal government policy has on the social, environmental and/or economic factors that affect growth and development of individuals and families	4
Outlines the impact the federal government policy has on the social, environmental and/or economic factors that affect growth and development of individuals and families	3
Identifies the impact the federal government policy has on either the social, environmental or economic factors that affect growth and development of individuals and families	2
Identifies a policy that affects growth and development of individuals and families	1
Total	12
<p>Answers could include:</p> <p>Climate change policy</p> <ul style="list-style-type: none"> • social impact – people working together to create a sustainable future, which creates health benefits for individuals and families. This affects both physical and social growth and development of individuals and families through reducing health issues and enhancing relationships with others • environmental impact – reduce carbon emissions and conservation of natural resources. Through reducing carbon emissions the air we breathe is cleaner and this can impact an individual's physical growth and development. It also impacts on social development as people are working together for future generations • economic impact – creation of jobs through education and training on renewable energy. Cost of living can decrease with renewable energy solutions. Through meaningful employment individuals can enhance their cognitive development through gaining new skills. Through decreasing the cost of living, people will have more money to spend on education, entertainment and health effecting cognitive, social and physical growth development in a positive way. <p>Mandatory reporting policy</p> <ul style="list-style-type: none"> • social impact – child protection and community awareness • environmental impact – creating safe environments for children to grow and learn • economic impact – allowing funding to raise awareness through campaigns and funding for people that report professional development around the policy. 	
Accept other relevant answers.	

Question 16

(15 marks)

- (a) Identify a community partnership. (1 mark)

Description	Marks
Identifies a community partnership	1
Total	1
Answers could include: <ul style="list-style-type: none"> • school and a charitable organisation (Salvation Army, No Limits etc) • Auskick and McDonalds • BHP and the Clontarf Foundation. Accept other relevant answers.	

- (b) Describe
- two**
- ways the partnership identified in part (a) benefits the community. (4 marks)

Description	Marks
For each benefit (2 x 2 marks)	
Describes a way the partnership benefits the community	2
Identifies a way the partnership benefits the community	1
Total	4
Answers could include: <ul style="list-style-type: none"> • social benefits – community partnerships can increase participation and cohesion of communities, encouraging social interaction between community members • financial benefits – the partnership could make the individual programs more financially viable due to the sharing of equipment, staff, knowledge and technology • educational benefits – with the implementation of partnerships, education can be enhanced through ‘real world’ experiences, sharing knowledge and skills • health benefits – partnerships have the opportunity to strengthen knowledge and communities, leading to health benefits for the individuals participating • cultural benefits – partnerships have the opportunity to cater to varying cultural values, promoting diversity and inclusivity within communities • physical benefits – through partnerships, a wider geographical area can be serviced, leading to physical benefits in terms of travel for all parties. Accept other relevant answers.	

Question 16 (continued)

- (c) Outline the responsibilities of individuals, families, communities and government in the formation of community partnerships. (8 marks)

Description	Marks
For each responsibility (4 x 2 marks)	
Outlines a responsibility of individuals, families, communities and government in the formation of the community partnership	2
Lists a responsibility of individuals, families, communities and government in the formation of the community partnership	1
Total	8
<p>Answers could include:</p> <p>Individuals</p> <ul style="list-style-type: none"> • have the responsibility of driving the community partnership with others that have similar goals and values • have the responsibility of working with other stakeholders to build common norms and frameworks during the formation of the community partnership to ensure there are clear parameters for the direction the partnership will take • have the responsibility to ensure they are accountable for the roles they accept during the formation of the community partnership. <p>Families</p> <ul style="list-style-type: none"> • have a responsibility to ensure support they formation of a partnership that may benefit the community of which they are a part. This could include volunteering and fundraising during the formation of the community partnership • have a responsibility to provide insight and feedback on proposals for community partnerships that they may wish to benefit from in the future. This will assist the individuals involved in the formation of the community partnership with developing a viable and sustainable partnership. <p>Communities</p> <ul style="list-style-type: none"> • may have a responsibility to provide facilities which the partnership may use to benefit the whole community. For example, a local football oval for Auskick, a local park to distribute meals to vulnerable community members, a school kitchen in which to produce meals • have a responsibility to maintain privacy, ethical standards and safety of all during the formation of a community partnership • may have a responsibility in supporting the formation of the partnership through recruiting volunteers, funds. <p>Governments</p> <ul style="list-style-type: none"> • have a responsibility to ensure there is legislation to protect persons from discrimination whilst working in a paid or voluntary capacity during the formation of and once the partnership is formed • have a responsibility to ensure there is legislation to provide a safe work environment whilst working in a paid or voluntary capacity during the formation of and once the partnership is formed • have a responsibility to provide basic infrastructure that may or may benefit the formation of the community partnership including roads, National Broadband Network (NBN), water and electricity supply, public transport. <p>Accept other relevant answers.</p>	

- (d) Describe a consequence of individuals not fulfilling their roles within the community partnership. (2 marks)

Description	Marks
Describes a consequence of individuals not fulfilling their roles within the community partnership	2
Identifies a consequence of individuals not fulfilling their roles within the community partnership	1
Total	2
<p>Answers could include:</p> <ul style="list-style-type: none"> • financial consequences – if a person does not perform their agreed role during the formation of the community partnership, there could be financial consequences as a result of lost wages, wasted resources • dissolution of the community partnership – if a person does not perform the roles agreed to during the formation of the community partnership there may be mistrust between parties, resulting in the dissolution of the partnership • operational consequences – when roles are not performed effectively, operations become harder as a result of others needing to take on additional responsibilities. This in turn means the community partnership does not provide optimal benefit to those that rely on the partnership. 	
Accept other relevant answers.	

Question 17

(8 marks)

- (a) Identify a potential breach in the above scenario and explain how the *Equal Opportunity Act 1984* can be applied to protect employees. (4 marks)

Description	Marks
Identifies a potential breach and explains how the <i>Equal Opportunity Act 1984</i> can be applied to protect employees	4
Identifies a potential breach and describes how the <i>Equal Opportunity Act 1984</i> can be applied to protect employees	3
Identifies a potential breach and states a fact about the <i>Equal Opportunity Act 1984</i>	2
Identifies a potential breach or states a fact about the <i>Equal Opportunity Act 1984</i>	1
Total	4
<p>Answers could include:</p> <ul style="list-style-type: none"> • The <i>Equal Opportunity Act 1984</i> is a legislation that protects all people from discrimination on the grounds of: <ul style="list-style-type: none"> ▪ sex ▪ marital status ▪ pregnancy ▪ family responsibility or family status ▪ race ▪ religious or political conviction ▪ impairment ▪ age ▪ gender. <p>Under the <i>Equal Opportunity Act 1984</i>, a person can be held liable for acts of unlawful discrimination and harassment. The Act can be applied in Jasmin's case which could result in an investigation, disciplinary action according to the code of conduct. Jasmin is also more qualified than the married male who received the promotion which indicates a breach of the Act has occurred due to discrimination based on gender, marital status, family responsibility and pregnancy. This is because Jasmin's gender is female, she is pregnant and has family responsibility towards her unborn child as she prepares to take parental leave, and towards her marital status as she is not married and pregnant.</p>	
Accept other relevant answers.	

- (b) Discuss the role of the Equal Opportunity Commission of Western Australia in dealing with the breach identified in part (a). (4 marks)

Description	Marks
Discusses the role of the Equal Opportunity Commission of Western Australia in dealing with the breach identified in part (a)	4
Explains the role of the Equal Opportunity Commission of Western Australia in dealing with the breach identified in part (a)	3
Describes the role of the Equal Opportunity Commission of Western Australia in dealing with the breach identified in part (a)	2
Identifies the role of the Equal Opportunity Commission of Western Australia	1
Total	4
<p>Answers could include:</p> <p>The role of the Equal Opportunity Commission of Western Australia (the Commission) is to investigate and try to resolve allegations or breaches based on discrimination on one or more grounds of the Act. The Commission must receive the complaint within 12 months of the alleged breach in writing, either in English or the complainant's first language. The investigation would involve the complainant being contacted within 21 days via phone, email, or letter. The Commission might ask for more information to clarify the situation. In some circumstances, the Commissioner may consider conciliation to help resolve a complaint and a conciliation conference may be organised so the parties can participate. If a complaint is not conciliated and has not been dismissed by the Commissioner, it is referred to the State Administrative Tribunal.</p> <p>Accept other relevant answers.</p>	

Section Three: Extended answer

40% (50 Marks)

Question 18

(25 marks)

- (a) Describe the **four** stages of Piaget's theory of cognitive development and analyse the relationship between biological and environmental aspects of growth and development. (12 marks)

Description	Marks
For each stage (4 x 2 marks)	
Describes the stage of Piaget's cognitive development theory	2
States a fact about the stage of Piaget's cognitive development theory	1
Subtotal	8
Analysis	
Analyses the relationship between biological and environmental aspects of growth and development	4
Explains the relationship between biological and environmental aspects of growth and development	3
Describes biological and environmental aspects of growth and development	2
States a fact about biological and/or environmental aspects of growth and development	1
Subtotal	4
Total	12
<p>Answers could include:</p> <p>Description:</p> <p>Sensorimotor Stage (Birth to 2 years)</p> <div style="border: 1px dashed gray; padding: 10px; text-align: center; color: gray;"> For copyright reasons this text cannot be reproduced in the online version of this document </div> <p>Preoperational Stage (2 to 7 years)</p> <div style="border: 1px dashed gray; padding: 10px; text-align: center; color: gray;"> For copyright reasons this text cannot be reproduced in the online version of this document </div> <p>Concrete Operational Stage (7 to 11 years)</p> <div style="border: 1px dashed gray; padding: 10px; text-align: center; color: gray;"> For copyright reasons this text cannot be reproduced in the online version of this document </div> <p>Formal Operational Stage (11 years and older)</p> <div style="border: 1px dashed gray; padding: 10px; text-align: center; color: gray;"> For copyright reasons this text cannot be reproduced in the online version of this document </div> <p>Analysis:</p> <p>Piaget's theory can relate to biological aspects of growth and development as children are born with genetics that impact on their cognitive development. However, through environmental influences from parents, their development can be impacted positively or negatively.</p>	

Environmental factors include sensory stimulation as infants learn through their sensors in the sensorimotor stage. It includes social interactions with caregivers, friends and the wider community, this impacts their language and social skills. Cultural influences also impact on a child's experiences and the way in which they approach and solve problems.

Biological factors include changes in the brain and the cognitive ability to solve problems according to the age of the child. Schemes are mental structures that help individuals organise information this could be influenced by a child's natural cognitive ability to assimilate and accommodate new information.

Accept other relevant answers.

Question 18 (continued)

- (b) Describe **two** of Piaget's six sub-stages and identify **one** experiment relevant for each stage during the first 24 months of a child's life. (6 marks)

Description	Marks
For each stage (2 x 3 marks)	
Describes a sub-stage of Piaget's theory and identifies an experiment relevant for the stage during the first 24 months of a child's life	3
States a fact about a sub-stage of Piaget's theory and identifies an experiment relevant for the stage during the first 24 months of a child's life	2
States a fact about a sub-stage of Piaget's theory during the first 24 months of a child's life	1
Total	6
<p>Answers could include:</p> <p>Substage 1: reflexes (Birth to 1 month) Infants demonstrate reflexes like sucking, grasping, and rooting. Experiment – Present a nipple to a newborn and observe the sucking reflex.</p> <p>Substage 2: primary circular reactions (1 to 4 months) Infants start repeating actions involving their own bodies. Experiment – Give an infant a rattle and observe if they repetitively shake it.</p> <p>Substage 3: secondary circular reactions (4 to 8 months) Infants become interested in the external environment. Experiment – Place a colourful object within reach and observe if the infant grasps and manipulates it.</p> <p>Substage 4: coordination of secondary circular reactions (8 to 12 months) Infants start to combine actions to achieve a goal. Experiment – Place a toy slightly out of reach and observe if the infant uses another object to reach it.</p> <p>Substage 5: tertiary circular reactions (12 to 24 months) The child begins to explore the world in a trial-and-error manner, using both fine and gross motor skills to master movement. Experiment – the child can throw a ball down the stairs to see what happens. You could also give them a variety of toys that are different shapes and sizes and observe them play with them. They will actively engage in experimentation to help them learn about the world.</p> <p>Substage 6: beginning of representational thought/internalisation of schema and symbolic thought (18 to 24 months) The child has a basic understanding that objects can be used as symbols. They can solve problems using mental strategies and remember something heard before and repeat it. Experiment – show the child how to stack blocks then wait a period (a few hours) then ask them to repeat the activity.</p>	
Accept other relevant answers.	

- (c) Using the above scenario outline **one** stage in Erikson's psychosocial theory and justify how it relates to biological and environmental aspects of Jane's growth and development. (7 marks)

Description	Marks
Outlines a stage	
Outlines a stage in Erikson's psychosocial theory	2
Identifies a fact about a stage in Erikson's psychosocial theory	1
Subtotal	2
Justification	
Justifies how the stage relates to the biological and environmental aspects of Jane's growth and development	5
Examines how the stage relates to the biological and environmental aspects of Jane's growth and development	4
Explains how the stage relates to the biological and environmental aspects of Jane's growth and development	3
Describes how the stage relates to the biological or environmental aspects of Jane's growth and development	2
Identifies how the stage relates to the biological or environmental aspects of Jane's growth and development	1
Subtotal	5
Total	7
<p>Answers could include:</p> <p>Stage: Autonomy vs. Shame and Doubt: Children are developing a sense of independence and control over their own actions. If they are successful it leads to a sense of autonomy and the ability to make choices. However, if unsuccessful it will result in feelings of shame and doubt about their own abilities.</p> <p>Justification: Personality could be considered both environmental and biological aspects and these traits can affect how children approach autonomy. Some children may naturally be more inclined towards exploration and independence, while others may be more cautious.</p> <p>Biological Aspects: Jane's physical development is heavily dependent on the genetics she has received from her parents. During this stage, Jane has become more mobile, gaining control over her motor skills. She has increasing physical abilities through running and jumping which contributes to her sense of autonomy. She is developing an ability to make choices that exhibit self-control.</p> <p>Environmental Aspects: The environment, particularly the parenting style, influences Jane's experience during this stage. Her parents have encouraged exploration and provide a supportive environment to foster autonomy, through taking her to the park and jungle gym on the weekend. The fact that Jane is timid when her parents are not around indicates that she has a strong bond with her primary care givers which has been established in the trust vs. mistrust stage.</p> <p>Accept other relevant answers.</p>	

Question 19

(25 marks)

- (a) Describe **one** global issue from the above infographic that could influence individuals to create sustainable patterns of living. (2 marks)

Description	Marks
Describes a global issue from the infographic that could influence individuals to create sustainable patterns of living	2
Identifies a global issue from the infographic that could influence individuals to create sustainable patterns of living	1
Total	2
Answers could include:	
<ul style="list-style-type: none">air pollution is no longer just an urban problem, towns are also beginning to experience poorer air quality. Poor air quality can be caused through burning fossil fuels, manufacturing and poor resource use. Poor air quality could influence individuals to create sustainable patterns.	
Accept other relevant answers.	

- (b) Outline the aim and evaluate the impact of the United Nations Sustainable Development Goal (SDG) 'sustainable cities and communities'. (8 marks)

Description	Marks
Aim	
Outlines the aim of the United Nations Sustainable Development Goal (SDG) 'sustainable cities and communities'	2
Identifies the aim of the United Nations Sustainable Development Goal (SDG) 'sustainable cities and communities'	1
Subtotal	2
Impact	
Evaluates the impact of United Nations Sustainable Development Goal (SDG) 'sustainable cities and communities' using data from the infographic.	6
Evaluates the impact of United Nations Sustainable Development Goal (SDG) 'sustainable cities and communities'	5
Analyses the impact of United Nations Sustainable Development Goal (SDG) 'sustainable cities and communities'	4
Explains the impact of United Nations Sustainable Development Goal (SDG) 'sustainable cities and communities'	3
Describes the impact of United Nations Sustainable Development Goal (SDG) 'sustainable cities and communities'	2
Draws a link between United Nations Sustainable Development Goal (SDG) and 'sustainable cities and communities'	1
Subtotal	6
Total	8
Answers could include:	
<p>Aim</p> <ul style="list-style-type: none"> making cities, towns and all human settlements inclusive, safe, resilient from natural disasters and sustainable for generations to come. More than half of the world's population live in cities so it is important planning allows for expansion in a way that considers liveability and the environment. 	
<p>Impact</p> <ul style="list-style-type: none"> while efforts are being put in place to make this a reality, the trajectory is showing that slums are on the rise with two million more people expecting to live this way by 2030 one in two people have access to adequate public transport, lessening the possibility of emissions through private cars – it would be preferable for this to be increased air quality is becoming a problem in towns as well as urban areas in some places around the world and three in every four cities are not meeting the target for green and public recreational space whilst the SDGs are making impact through setting targets and seeking to educate communities and governments, there is much scope for improvement for 'sustainable cities and communities' goal. 	
Accept other relevant answers.	

Question 19 (continued)

- (c) Using a specific community example, apply the Five Capitals Model of sustainable development to demonstrate how it enhances community wellbeing. (15 marks)

Description	Marks
For each capital (5 x 3 marks)	
Identifies the capital, describes aspects of the capital in a specific community and applies the capital to community wellbeing	3
Identifies the capital, describes aspects of the capital in a specific community	2
States a fact about the capital	1
Total	15
<p>Answers could include:</p> <p>Applying the Five Capitals Model to a school community.</p> <p>Natural Natural capital is the natural resources used in my school. The grass on the oval, trees around the campus which provide shade and fresh oxygen for us to breathe and the water that runs through the drink taps. Natural capital enhances the wellbeing of our community as it gives us space to play and meet, connect with nature and assists with meeting physiological needs.</p> <p>Human Human capital includes the skills and abilities that individual people bring to our school community. The teacher's abilities to impart knowledge, the principal's ability to lead and the social skills of the students in my friendship group, are all examples of human capital. By appreciating human capital, each individual feels supported and empowered, enhancing community wellbeing.</p> <p>Social Social capital is the connections that bring people together. In my school community we have a student representative council that advocate for our needs, a P&F which links the wider community and many different clubs which people can be part of. By building strong social capital everyone feels connected, enhancing community wellbeing.</p> <p>Manufactured Manufactured capital is the built environment which includes classrooms, the gym, computers and playgrounds. When manufactured capital is purposefully built, respecting natural capital, it creates harmony. At my school we take pride in the buildings, looking after them and replacing with infinite resources where possible. Effective manufactured capital which promotes safety and learning helps the community wellbeing at my school.</p> <p>Financial Financial capital relates to money, incomings and expenditure. My school has a combination of parent fees and government funding. In addition, we have fundraisers for items that are important throughout the year. Sound financial management means other areas are not jeopardised and there is balance between the other capitals, enhancing community wellbeing.</p> <p>Accept other relevant answers.</p>	

Question 20

(25 marks)

- (a) Examine the above infographic and explain a national issue requiring advocacy. You may use information from the infographic and/or refer to a national Human Rights issue of your choice. (3 marks)

Description	Marks
Explains a national issue requiring advocacy	3
Describes a national issue requiring advocacy	2
Identifies a national issue requiring advocacy	1
Total	3
<p>Answers could include:</p> <ul style="list-style-type: none"> • youth homelessness – in 2011 and 2012, one-third of people who accessed homeless services were under the age of 18. Homelessness can incorporate people who are ‘couch surfing’ i.e. living in accommodation deemed inappropriate for purpose. The lack of stability can lead to life-long consequences for young people. Advocating for youth homelessness could assist this population group • disability rights – in 2009, 1 in 14 children had some form of disability. This can affect educational outcomes and participation in community groups and activities. By advocating for physical modifications, services and inclusivity the genuine participation of persons with disability in society can be enhanced • bullying – 2009 research indicates that 27% of students were affected by bullying at school. This can hamper their self-esteem, social and emotional development as well as long term educational outcomes. Advocating to assist with bullying could lessen these statistics. 	
Accept other relevant answers.	

Question 20 (continued)

- (b) (i) Explain **two** advocacy skills that could empower others. (6 marks)

Description	Marks
For each (2 x 3 marks)	
Explains an advocacy skill that can empower others	3
Describes an advocacy skill that can empower others	2
States a fact about an advocacy skill	1
Total	6
Answers could include:	
<ul style="list-style-type: none">• active listening involves fully hearing what another person is saying in an empathetic but professional way. During the advocacy process this is essential as it means that an advocate can hear the concerns of a person, group or community on an issue to determine what they deem necessary to come from the advocacy. Having their concerns heard is the first step in empowering people in the advocacy process• assertive verbal communication is speaking in a confident, educated and professional manner to get a point of view across on a topic that is being advocated for. The way it is delivered is essential, to ensure that emphasis is placed on where and how the change is needed to empower the individual or group that is benefitting from the advocacy• strong vocabulary and written skills are beneficial in the advocacy process as it opens many options for the advocate to take to bring about change. Examples of where such skills could be useful include letters to a Member of Parliament, opinion pieces, newspaper articles which would empower individuals being advocated for• thorough research skills of both primary and secondary resources are incredibly beneficial during the advocacy process. This could involve statistics, data, observations and interviews to build a strong argument for the advocacy, to bring about change and empower others.	
Accept other relevant answers.	

- (b) (ii) Select **one** advocacy skill from part (b)(i) and justify how you could adapt it to promote change in community attitudes and beliefs on the issue identified in part (a). (4 marks)

Description	Marks
Selects an advocacy skill from part (b)(i) and justifies how to adapt it to promote change in community attitudes and beliefs on the issue identified in part (a)	4
Selects an advocacy skill from part (b)(i) and explains how to adapt it to promote change in community attitudes and beliefs on the issue identified in part (a)	3
Selects an advocacy skill from part (b)(i) and describes how to adapt it to promote change in community attitudes and beliefs on the issue identified in part (a)	2
Selects an advocacy skill from part (b)(i) and identifies how to adapt it to promote change in community attitudes and beliefs on the issue identified in part (a)	1
Total	4
<p>Answers could include:</p> <ul style="list-style-type: none"> assertive verbal communication could be adapted to a guest speaker presentation which could be delivered live or online to school students across Western Australia. By adapting this advocacy skill, awareness of the effects of bullying and cyber-bullying could be shared by a presenter with personal recounts of victims active listening could be adapted into an interview, to gauge the opinions of the community on the issue identified. These findings could then be revisited after the advocacy process to measure the level of shift in community attitudes and values vocabulary and written skills could be adapted into something more targeted at a general population group such as a social media campaign or a poster. These could be distributed amongst community members to bring about change in community attitudes and beliefs. 	
Accept other relevant answers.	

Question 20 (continued)

- (c) Develop and communicate a plan that includes **four** steps, to advocate for change on the issue identified in part (a). (12 marks)

Description	Marks
For each step of the advocacy plan (4 x 3 marks)	
Explains the characteristics of the step to advocate for change	3
Describes the characteristics of the step to advocate for change	2
States a fact about a step in an advocacy plan	1
Total	12
<p>Answers could include:</p> <ul style="list-style-type: none"> investigate: the extent of the issue by researching primary and secondary sources to a gauge how prevalent the issue is in society and the consequences of the issue for children, families and communities. Investigate the current supports available for those experiencing the issue and any legislation that correlates with the issue. For example – investigate youth homelessness by conducting surveys, sourcing statistics, conducting formal interviews and investigating current support and policy to support reducing youth homelessness devise: the best advocacy strategy to educate people on the issue being advocated for and bring about change. This step should weigh up different advocacy strategies and select format that could have the biggest impact. This step should also incorporate advocacy skills. For example – to advocate for youth homelessness write a formal letter to a member of Parliament, bring awareness to the issue for an online social media campaign or educate those at risk of youth homelessness by linking services with a ‘youth hub’ produce: the production step is where the advocacy takes place, it should incorporate the advocacy strategy as well as pictures/video of advocacy in action. For example – chosen to write a formal letter to a Member of Parliament evaluate: the effectiveness of all stages of the advocacy process, how good was the initial research, how effective was the decision making to come up with the best possible advocacy format, how well were the advocacy skills used, how effective was the overall advocacy and is there any measurable change because of the advocacy. <p>or</p> <ul style="list-style-type: none"> identify: outline the extent of the issue by researching primary and secondary sources to gauge how prevalent the issue is in society, the consequences of the issue for children, families and communities. Identify the current supports available for those experiencing the issue and any legislation that correlates with the issue. For example – identify the current support available by conducting surveys, sourcing statistics, conducting formal interviews and investigating current support and policy to support persons with a disability advocacy strategy: source the best advocacy strategy to educate people on the issue being advocated for and bring about change. This step should weigh up different advocacy strategies, select format that could have the biggest impact. This step should also incorporate advocacy skills. 	

For example – to advocate for inclusivity of persons with a disability a formal letter could be written to a Member of Parliament, bring awareness to the issue through an online social media campaign or educate those on the benefits to all of inclusivity through partnering with local schools and developing educational resources

- implementation: the step is where the advocacy takes place, it should incorporate the advocacy strategy as well as pictures/video of advocacy in action.
For example – conduct a social media campaign to educate people on the power of inclusivity
- evaluate the effectiveness of all stages of the advocacy process, how good was the initial research, how effective was the decision making to determine the best possible advocacy format, how well were advocacy skills used, how effective was the overall advocacy and is there any measurable change because of the advocacy.

Accept other relevant answers.

ACKNOWLEDGEMENTS

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