CHILDREN, FAMILY AND THE COMMUNITY

ATAR course examination 2019

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	d
3	b
4	d
5	b
6	a
7	a
8	b
9	d
10	c

Section Two: Short answer   **50% (111 Marks)**

Question 11   **(17 marks)**

(a)   Define the concept of advocacy.   (2 marks)

Description	Marks
Defines the concept of advocacy	2
States a fact about advocacy	1
Total	**2**

Answers could include:

- advocacy is the process whereby a person acts on behalf of themselves, another, or a group to ensure equity and meet the needs of people who are unable to stand up for their own rights
- advocacy can be formal or informal and is essential in bringing about change
- advocacy is a process where individuals or groups act on behalf of another to ensure their rights are met and to bring about change.

Accept other relevant answers.

(b)   Explain a national or global issue in our community that may require advocacy. (3 marks)

Description	Marks
Explains the issue and why it may require advocacy	3
Describes the issue that may require advocacy	2
Identifies an issue that may require advocacy	1
Total	**3**

Answers could include:

- racism is an issue whereby a person may feel vilified as a result of their race, in their community's employment of other aspects of their life. It is important that this issue is advocated for to ensure that racism is not accepted in our society
- disability discrimination is an issue where a person is marginalised as a result of a physical, cognitive, or social impairment. It is important that this issue is advocated for as many experiencing do not have the ability to be able to stand up for their own rights, so may need an advocate to assist them
- abuse of the aged is an issue which can be characterised by a person being taken advantage of physically, financially, emotionally as a result of their limited capabilities due to their age. It is essential that this issue is advocated for as many aged residents no longer have the cognitive ability to be able to understand what is going on, so need an advocate to act on their behalf
- sex discrimination is an issue that is prevalent in Australian society, where a person's opportunities may be inhibited due to their gender or sexual preference. It is essential that people who find themselves in these situations seek advocacy as it may assist in sourcing the correct channels to air grievances and bring about change
- homelessness is an issue in Australia where an individual does not have a permanent residence or fixed address to call his or her own. It is vital that this issue is advocated for as those who are experiencing it do not have skills or financial means to be able to advocate for themselves
- food insecurity is an issue in our community where an individual does not have access to an adequate amount of nutritious food that meets their dietary requirements. People experiencing this issue may need advocacy as they do not have the financial means to be able to raise awareness

Question 11(b) (continued)

•   financial insecurity is an issue in our society, where a section of the population does not have adequate income to be able to provide the basic necessities of life. People experiencing this issue may need advocacy as they do not have the financial means to raise awareness and bring about change   •   domestic violence is an issue in our society where either a man or woman finds himself or herself in a relationship where they are experiencing physical, sexual, social/emotional abuse at the hands of their partner. People experiencing this issue may need advocacy to ensure their immediate safety and to ensure their basic human rights are met   •   euthanasia is a national issue whereby terminally ill individuals often want the right to die with dignity, at a time, and in a way they choose. Current law in most states including Western Australia prohibits them from doing so. Even people who aren't ill might want this option in the future or for their loved ones.
Accept other relevant answers.

(c) Using the **four** stages in the technology process as a guide, develop an advocacy model to assist with addressing the issue described in part (b). You must identify and describe an action that an advocate could take at each stage. (12 marks)

Description	Marks
For each of **four** stages (3 marks each)	
Identifies a stage of the technology process and describes an action that an advocate could take at this stage to address the issue described in part (b)	3
Identifies a stage of the technology process and states an action that an advocate could take at this stage to address the issue described in part (b)	2
Identifies a stage of the technology process	1
Subtotal	3
Total	12

Answers could include:

Investigate
• investigate/research the prevalence of the issue in Western Australia using statistical data
• investigate/research the social, physical, financial, environmental consequences on the individuals who are experiencing this issue
• investigate/research current services and supports for individuals experiencing the issue
• conduct interviews with those experiencing the issue to source qualitative data
• investigate/research potential risks that may arise as a result of your advocacy.

Devise
• devise goals and strategies to address the issue
• devise/plan the best method for advocating for your issue, formal/informal, direct/indirect
• devise advocacy skills that must be employed to ensure the success of the advocacy
• devise the best way of communicating your advocacy proposal to your chosen audience, e.g. letter, Facebook group, lobbying a member of parliament

Produce
• produce/implement an advocacy plan that you can share with your 'victim' to gain feedback prior to starting the official advocacy
• produce your letter, social media campaign, television advertisement, and opinion poll to begin the process of advocacy.

Evaluate
• regularly evaluate the success of your communication and/or interpersonal skills in understanding your 'at risk' group, as well as the people you are trying to get your message across to
• evaluate the success of your investigation in understanding the complexities and consequences of the issue
• evaluate the success of your advocacy plan and ensure you are meeting the needs of your 'at risk' group through seeking feedback
• evaluate the success of your advocacy, by measuring the amount of change.

Accept other relevant answers.

Question 12 **(18 marks)**

(a) Identify **one** sustainable pattern of living initiative that has been introduced in your community and describe how the initiative enhances community wellbeing. (3 marks)

Description	Marks
Identifies a sustainable pattern of living initiative and describes how the initiative enhances community wellbeing	3
Identifies a sustainable pattern of living initiative and states a fact about how the initiative enhances community wellbeing	2
Identifies a sustainable pattern of living initiative	1
Total	3

Answers could include:

Council recycling programs
- the City of Joondalup has introduced a new three bin recycling program which focuses on the recycling of household waste products that can be recycled to be placed in a yellow bin. Households have the option to upgrade their current recycling bin to a larger 380L bin to increase the volume of waste, which can be recycled. In addition, households have been given a green bin for green waste, which is composted and finally a red general waste, which is smaller in size, encouraging less waste to go to landfill. This sustainable initiative enhances community wellbeing as it leads to changing behaviours and sustainability education for the population to make a better world for future generations.

Community gardens
- the City of Perth has created a Community Garden open space, for all individuals to appreciate and assist with should they wish. This garden enhances community wellbeing as it gives individual volunteers the opportunity to contribute and enjoy nature. These gardens have also been found to enhance the health of those with mental health issues and act as a meeting place for community members.

Boomerang bags
- boomerang bags are a worldwide phenomenon where discarded textile products are upcycled into shopping bags. This has a two-fold benefit, as it prevents the textile product from ending up in landfill, brings volunteers together whilst they produce the bags, and gives the public a free product which they can use over and over again to take their shopping home, enhancing community wellbeing.

Accept other relevant answers.

(b) Discuss how each aspect of the Five Capitals Model of sustainable development could be applied to ensure the success of the sustainable pattern of living initiative described in part (a). (15 marks)

Description	Marks
For each of **five** aspects (3 marks each)	
Discusses how the aspect could be applied to ensure the success of the initiative	3
Describes how the aspect applies to the initiative	2
States a fact about how the aspect applies to the initiative	1
Subtotal	3
Total	15
Answers could include: Human capital • engagement of individuals with the skill set required to perform the task • encourage participation of individuals to involve themselves in the program to build skills and knowledge • create opportunities for like-minded people to engage in satisfying work. Social capital • educate the community on the importance of supporting the initiative • treat volunteers and employers ethically and fairly • respect and comply with the laws that apply in the place where the initiative is occurring • communicate effectively and encourage active engagement and participation. Manufactured capital • maintain equipment for enhanced performance over time • reduce, reuse and recycle where possible • ensure waste is kept to a minimum • use spaces that are multi-purpose • use resources as efficiently as possible. Natural capital • source renewable energy where possible • limit the use of finite resources, including water usage, in the operating of the initiative • be respectful of the natural environment, including animal habitats, and do not overuse resources. Financial capital • ensure that any wealth created is distributed back into the organisation or in a fair and equitable manner • source grants and donations where possible to lower the overall cost of the initiative to the general public • take advantage of rebates.	
Accept other relevant answers.	

Question 13 **(17 marks)**

(a) In the space below, draw and label correctly a diagram of Bronfenbrenner's theory of ecological systems, demonstrating the interrelationship of the five environmental systems. (8 marks)

Description	Marks
Draws a concentric circle diagram, including a child/individual at the centre	1
Subtotal	**1**
Labels each of the **five** environmental systems in the diagram	1
Subtotal	**5**
Identifies the correct order of systems	1
Includes arrows demonstrating appropriate interrelationships	1
Subtotal	**2**
Total	**8**
Example of diagram:	
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(b) Identify and explain how **two** of Bronfenbrenner's environmental systems can impact on the development of the child. (6 marks)

Description	Marks
For each of **two** systems (3 marks each)	
Correctly identifies and explains how the environmental system impacts on the development of the child in the scenario	3
Correctly identifies and describes how the environmental system impacts on the development of the child in the scenario	2
Correctly identifies an environmental system that would impact on the child in the scenario	1
Subtotal	3
Total	6

Answers could include:

Microsystem – centre closest contact to individual.
Susan's mother is in the microsystem and looks after the grandchild. She is available to spend time with the child, and can learn from the older generation. This impacts positively on the child.

Mesosystem – relates to the relationship between two parts of a child's microsystem. The relationship between mother and grandmother with respect to dealing with a child will impact the child, e.g. if mother and grandmother disagree over aspects of parenting, this may confuse and stress the child.

Exosystem – includes people and places that a child does not directly interact with, but which still has an indirect impact on the child.
Working FIFO will impact the child as Susan spends less time interacting with her child, less quality time is available, and the child may be sad.

Macrosystem – the aspects of culture and society that impact on a child.
A child raised in a multi-culturally diverse society, where equity is promoted and discrimination not tolerated, will have the best chance to participate fully in society and maximise their development. The legal system of the society a child lives in is another aspect of macrosystem. Laws and their enforcement will also impact the development of a child, e.g. Family Law Act protecting the best interest of the child and Education Act making it compulsory for children to be educated.

Chronosystem – each child goes through a series of events and transitions in their life which impact on their development.
Mother losing her job and needing to undertake FIFO work would have a major impact on the child.

Accept other relevant answers.

Question 13 (continued)

(c)   Explain the impact of government policy on the provision of a community support
system that could assist the family described in the above scenario.   (3 marks)

Description	Marks
Explains the impact of government policy on the provision of a community support system that could assist the family	3
Describes the impact of government policy on the provision of a community support system that could assist the family	2
States a fact about the provision of a community support system that could assist the family	1
Total	**3**

Answers could include:

Day care:
government policy is to support the child care sector to assist families to participate in work or study. This is done through the child care rebate. It is also government policy to provide the highest standard of care and education in child care settings through the *NQF (National Quality Framework).* The family may benefit from the child spending some days of the week in a day care centre to alleviate pressure on the grandmother in caring for the child and give her some time to herself when her daughter is away. These centres are also of benefit to the child, especially in enhancing cognitive, physical and social development.

Mentally Healthy Workplaces for fly-in, fly-out (FIFO) workers:
this government policy aims to assist the mental health of those working away. It is a code of practice which aims to support FIFO workers have healthy working environments. This could assist the family in the scenario as Susan will be able to access support if she feels her mental health is affected by working away.

Primary Health Care (through the Department of Health):

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WA Seniors Card (through the Government of Western Australia Department of Communities):
the WA Seniors Card offers a range of concessions and rebates to assist eligible seniors with living costs (over 63, involved in less than 25 hours of paid employment averaged over the course of a year). This program is part of the government's policy to support the aged in the Australian community.

Accept other relevant answers.

Question 14 **(15 marks)**

(a) Interpret the graph to identify **two** successes and **two** failures of the United Nations 2000–2015 Millennium Development Goals. (4 marks)

Description	Marks
For each of **two** successes (1 mark each)	
Identifies a success of the United Nations 2000–2015 Millennium Development Goals from the graph	1
Subtotal	2
For each of **two** failures (1 mark each)	
Identifies a failure of the United Nations 2000–2015 Millennium Development Goals from the graph	1
Subtotal	2
Total	4

Answers could include:

Successes
- extreme poverty, for all regions except South-Saharan Africa
- South-Eastern Asia is significantly meeting goals and leading other regions in extreme poverty and malnourishment. Drinking water access is second to Southern Asia
- Southern Asia leads other regions in drinking water access and is second to South-Eastern Asia in reducing extreme poverty
- Northern Africa leads all regions in improvement in sanitation access, being the only country to significantly show improvement
- Northern Africa data on malnourishment does not exist but shows a positive goal attainment in all areas except maternal mortality

Failures
- South-Saharan Africa is lagging behind in terms of quality of life in extreme poverty, malnourishment, infant mortality, maternal mortality, drinking water access and sanitation access
- in all regions, maternal mortality did not reach their goals
- in all regions, except Northern Africa, sanitation access did not reach their goals
- in all regions, except Northern Africa, infant mortality did not reach their goals.

Accept other relevant answers.

Question 14 (continued)

(b) Analyse the interrelationship between Millennium Development Goal 1 'eradicate extreme poverty and hunger' and the achievement of Millennium Development Goal 2 'achieve universal primary education'. (5 marks)

Description	Marks
Analyses the interrelationship between Millennium Development Goal (MDG) 1 'eradicate extreme poverty and hunger' and the achievement of Goal MDG 2 'achieve universal primary education'	5
Discusses the interrelationship between MDG 1 'eradicate extreme poverty and hunger' and the achievement of MDG 2 'achieve universal primary education'	4
Explains the interrelationship between MDG 1 'eradicate extreme poverty and hunger' and the achievement of MDG 2 'achieve universal primary education'	3
Describes the interrelationship between MDG 1 'eradicate extreme poverty and hunger' and the achievement of MDG 2 'achieve universal primary education'	2
States an interrelationship between MDG 1 'eradicate extreme poverty and hunger' and the achievement of MDG 2 'achieve universal primary education'	1
Total	5

Answers could include:

- household wealth remains an important determinant of a child's likelihood of attending school. For instance, 2008–2012 survey data from 63 developing countries show that children in the poorest households were four times as likely to be out of school as children in the richest households. More specifically, 21.9% of primary school age children in the poorest quintile were out of school, compared to 5.5% in the richest quintile. Girls are less likely to receive an education as boys, as they are required to carry out household chores. In many countries, one of the main issues is the lack of value which parents and society attach to the education of girls. Girls are expected to marry, leave their parents' household and have children, so educating boys is often seen as a better investment for the family

- the aim of MDGs was to reduce the proportion of the population living below $1 per person per day and reduce the poverty gap ratio and the employment to population ratio. This impacts on the prevalence of underweight children under five years of age, a critical development period in children. This undernourishment impacts on day-to-day activities as this indicates minimum levels of dietary energy consumption and nutritional intake, with impacts on the infant mortality rate. Through education/ teaching

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- 70% of those targeted by the MDGs reside in rural areas so eradicating extreme poverty is a challenge, but agriculture can lead to economic growth and improved nutrition which enables employment and rising wages. Education has a direct link to agriculture as children are able to attend school rather than stay at home to work in household enterprises with the positive impact of a diversity in food supplies and making more resources available to manage childhood illnesses. A more dynamic agricultural sector indirectly enables children to complete primary school. Higher productivity in agriculture leading to higher incomes will enable either the use of hired labour for agricultural operations or the use of labour saving technologies in place of the labour of school-age children in farming households. As rural areas become more sustainable and food poverty reduces this then supports of putting in community infrastructures including educational facilities.

Accept other relevant answers.

(c)   Discuss **two** examples of social action by individuals or community groups that would assist the achievement of Millennium Development Goal 4 'reduce child mortality'.

(6 marks)

Description	Marks
For each of **two** examples (3 marks each)	
Discusses how a social action by an individual or community group would assist the achievement of MDG 4 'reduce child mortality'	3
Describes a social action by an individual or community group that would assist the achievement of MDG 4 'reduce child mortality'	2
Outlines an action that would assist the achievement of MDG 4 'reduce child mortality'	1
Subtotal	3
Total	6

Answers could include:

Volunteering
- an individual could volunteer their time and offer to work directly with those in developing countries to assist with education on hygiene and adequate nutrition needed to assist with the prevention of 'childhood mortality'
- there are many organisations that are currently performing this work and always need extra assistance

Use social media to raise awareness of the issue
- a number of individuals could come together and make an online educational platform to assist with community awareness of 'childhood mortality rates' in developing countries
- a body of support could generate 'people power' to convince governments to provide additional aid

Fundraising
- a group of school students could fundraise, perhaps auctioning services or catering a sausage sizzle to raise awareness and funds for an organisation tackling child mortality
- 'GoFundMe' pages highlight the plight of children in a particular region suffering poverty or requiring immunisation to improve their chance of survival

Boycott companies known to exploit children
- individuals could 'vote with their wallets' and only purchase products with a fair-trade logo, meaning that these products have been produced ethically with the social needs of the families in the communities being met
- income, employment and education have all been seen as factors which assist with 'the reduction of childhood mortality rates'

Support organisations such as World Vision or Save the Children
- an individual can give a one off donation or ongoing support by sponsoring a child
- schools or classes might also undertake to sponsor a child overseas to improve their quality and chance of life

The work of non-government organisations, such as World Vision or Save the Children
- to immunise children
- provide access to skilled health workers
- infant feeding programs

Accept other relevant answers.

Question 15 (9 marks)

(a) Identify a social factor depicted in the cartoon and discuss how this factor has both positive and negative effects on Australian families. (5 marks)

Description	Marks
Identification	
Identifies a social factor depicted in the cartoon	1
Subtotal	1
Effects on Australian families	
Discusses how this social factor has both positive and negative effects on Australian families	4
Describe how this social factor has both positive and negative effects on Australian families	3
States both a positive and negative effect of the social factor depicted in the cartoon on Australian families	2
States a positive or negative effect of the social factor depicted in the cartoon	1
Subtotal	4
Total	5

Answers could include:

- Social factor: the lack of face-to-face, verbal communication that now takes place between individuals in all parts of life, including family life. This is because some people are more concerned with keeping up with what's going on with their social media and even work
  Positive impact: children and adults can actually learn and develop skills from games they play on phones and tablets, taking valuable technology skills including speed at using devices or improved memory or math skills into other parts of their lives or the community as a whole
  Negative impact: lack of communication causes a deterioration in relationships and understanding and empathy towards others. If relationships deteriorate within families, this could have a large impact on the wider community if marriages breakdown or children don't get on with parents.

- Social factor: the lack of common decency or manners being shown within the family, with family members not putting aside their electronic devices to share meal time as a social time. Meal times have generally been a time to catch up on each other's lives and this is not done by each family member doing their own thing on an electronic device
  Positive impact: adults and children could be connecting and using autonomy to enhance interactions with those who are not able to be present at the dinner table, e.g. relatives overseas, others with common interests learning online etiquette whilst engaging with the process
  Negative impact: if family members do not practice and develop appropriate social skills within the family setting, this has consequences for the wider community including schools and workplaces where the individuals involved are probably also ill-mannered. Social cohesion relies on everyone being well mannered.

- Social factor: many individuals have developed an addiction, or in the case of the young children pictured, are on the way to developing an addiction for electronic devices such as mobile phones and tablets
  Positive impact: time spent on the devices develops speed at typing and skills at apps used regularly like games. This could lead to employment in the future and be advantageous for education
  Negative impact: addiction to these devices may be the development of an addictive

personality where other addictions surface in the future.
Accept other relevant answers.

(b)   Outline **two** political factors that affect the situation shown in the cartoon.   (4 marks)

Description	Marks
For each of **two** political factors (2 marks each)	
Outlines a political factor that affects the situation shown in the cartoon	2
States a factor that affects the situation shown in the cartoon	1
Subtotal	2
Total	4
Answers could include: National Broadband Network (NBN) The government has invested in the NBN which now means multiple devices can be used in households at the same time without greatly affecting speed. Without such investment, it is unlikely as many as five members of a family would even be able to be on electronic devices at the same time. Program classification The government has introduced a rating system so parents can know the suitability of online games for children of different ages. A database can be found at www.classification.gov.au. Parents still need to be aware of what their children are watching and playing. It looks like one of the children is hiding what he is doing. Cyber safety education The government has made it a requirement that children are educated at schools about online safety, i.e. it is now part of the compulsory curriculum. Students are also warned about the need to be active and limit the amount of time they spend on devices through compulsory health education. Privacy laws The Privacy Act 1988, and its amendments, regulate the handling of personal information about individuals, privacy which could be compromised in an online environment. The passing and storing of images without consent is of particular concern and covered by the Act.	
Accept other relevant answers.	

Question 16 **(18 marks)**

Analyse an ethical feature and an economic feature of an existing product **and** an existing service that assists a specific family type in Australia.

Description	Marks
Product	
Identifies a product that assists a specific family type in Australia	1
Subtotal	**1**
For each of **two** features (4 marks each)	
Analyses an ethical/economic feature of the product	4
Explains an ethical/economic feature of the product	3
Describes an ethical/economic feature of the product	2
States a fact about an ethical/economic feature of the product	1
Subtotal	**8**

Answers could include:

Single parent family – Product: Device such as computer or tablet
- Ethical features: Parental control software can be downloaded onto the device to prevent children accessing inappropriate sites and thus be kept safe. Often single parents have less time to supervise their children when on computers so this type of software gives parents peace of mind. It is important that the community is able to protect children from harm while using these devices as in all areas of life. The protection of children is an important value of Australian society
- Economic features: These devices are now reasonably priced and available at a variety of prices so single income families can afford to buy them. Many computers are able to be leased and include service if something goes wrong. Warranties that come with computers are an economic feature. You don't want to have to replace an item if it breaks quickly it is valuable to have a warranty. Warranties of different lengths can be purchased to offer the consumer protection and even if an extended warranty is not purchased, a statutory warranty of one year must to be provided.

Nuclear family – Product: Recycling Bin
- Ethical features: A recycling bin is provided to residents who live in most local council areas to assist with the disposal of waste products that can be recycled. It is ethical for local governments to do what they can to minimise the amount of rubbish going into landfill. It is also ethical behaviour by households to correctly recycle and cause the least harm to the environment
- Economic features: Recycling bins are provided to all residents in most local councils. There is no choice whether you get one. The provision of the bin and the regular collection service is funded through council rates each household pays. The council pays for good quality, durable bins so they do not need to be continually replaced.

Accept other relevant answers.

Description	Marks
Service	
Identifies a service that assists a specific family type in Australia	1
Subtotal	**1**
For each of **two** features (4 marks each)	
Analyses an ethical/economic feature of the service	4
Explains an ethical/economic feature of the service	3
Describes an ethical/economic feature of the service	2
States a fact about an ethical/economic feature of the service	1
Subtotal	**8**
Total	**18**

Answers could include:

Extended Family – Service: Senior citizens community centre
- Ethical features: Senior citizens centres accept all elderly people regardless of gender or cultural background. These centres are designed with the mobility access of elderly people in mind, e.g. with ramps and handrails rather than stairs. The activities provided promote inclusivity, being suitable for a wide range of interests and abilities
- Economic features: reasonably priced so that all elderly people can afford to attend. These centres operate on minimal charges to the elderly and receive some government funding. Many elderly people have limited income to spend on recreation so it is important that the centres are affordable and that special consideration is given to those who might otherwise not be able to afford to attend. Most centres will provide a bus, often subsidised by the local council, to get residents to the venue.

Nuclear Family – Service: Early learning centre
- Ethical features: all Early learning centres have a code of conduct for staff members, which ensures they act in an appropriate manner with young people and their families. All staff members are screened before employment in a centre to ensure they have not committed any crimes against children. Each employee must hold a current Working With Children Check. It is important that the appropriate care and safety of children is provided in all situations where children will be, including these centres.
- Economic features: These centres require fees to be paid by parents to pay for use of the centre and staff. The government provides rebates to families based on their income to ensure child care is accessible for those who need it. Families have to pay fees even if their child can't attend. The financial management of these centres must be meticulous to meet government requirements and to keep the centre viable.

Accept other relevant answers.

Question 17 **(17 marks)**

(a)   Describe the issue depicted in the image.   (2 marks)

Description	Marks
Describes the issue depicted in the image	2
States a fact about the issue depicted in the image	1
Total	**2**
Answers could include: • the issue depicted is the inequality experienced by women in almost every area of Australian life. Although the title of the image is 'Gender Equality', this issue is in fact the opposite • the issue is that women face disadvantage in almost every aspect of life in Australia.	
Accept other relevant answers.	

(b)   With reference to data contained in the image, explain whether the principles of equity, diversity and human rights are supported in Australia in relation to the issue.   (9 marks)

Description	Marks
Principle of equity	
Explains, with reference to data in the image, whether the principle of equity is supported in Australia in relation to the issue	3
Describes, with reference to data in the image, whether the principle of equity is supported in Australia in relation to the issue	2
States a fact about whether the principle of equity is supported in Australia in relation to the issue	1
Subtotal	**3**
Principle of diversity	
Explains, with reference to data in the image, whether the principle of diversity is supported in Australia in relation to the issue	3
Describes, with reference to data in the image, whether the principle of diversity is supported in Australia in relation to the issue	2
States a fact about whether the principle of diversity is supported in Australia in relation to the issue	1
Subtotal	**3**
Principle of human rights	
Explains, with reference to data in the image, whether the principle of human rights is supported in Australia in relation to the issue	3
Describes, with reference to data in the image, whether the principle of human rights is supported in Australia in relation to the issue	2
States a fact about whether the principle of human rights is supported in Australia in relation to the issue	1
Subtotal	**3**
Total	**9**

Answers could include:

Equity
- the principle of equity is not supported in relation to 'Gender Equality'
- women being disadvantaged in areas including wages
- image shows women receive 15.3% less in wages than men.

Diversity
- the principle of diversity is not supported in relation to 'Gender Equality'
- women are poorly represented on the boards of companies (26.2% in 2018) and in parliament
- mothers report experiencing workplace discrimination, i.e. their participation in the workforce is often not supported but rather discouraged.

Human rights
- the principle of human rights is not supported in relation to 'Gender Equality'
- there is discrimination due to pregnancy or being a mother (1 in 2 mothers reported discrimination)
- frequently women are the victims of sexual assault or other types of violence.

Accept other relevant answers.

Question 17 (continued)

(c)   Describe how a student could use **two** advocacy skills to promote change in community beliefs and attitudes on the issue depicted in the image.   (6 marks)

Description	Marks
For each of **two** advocacy skills (3 marks each)	
Describes how a student could use an advocacy skill to promote change in community beliefs and attitudes on the issue depicted in the image	3
Outlines an advocacy skill a student could use to promote change in community beliefs and attitudes on the issue depicted in the image	2
Defines an advocacy skill a student could use to promote change in community beliefs and attitudes on the issue depicted in the image	1
Subtotal	3
Total	6

Answers could include:

Active listening
• listen to the stories of people impacted by gender inequality such as lesser pay than men in the same job or being discriminated due to pregnancy. Use the information collected to educate students in their school through presentation at an assembly

Be assertive
• if a student is the victim of gender inequality, e.g. through discrimination or unfair pay, they can be assertive to whoever is committing the injustice against them to encourage a positive change

Problem solving
• the student could apply a problem solving process to develop a logical plan to deal with a personal problem related to the issue or to advocate on behalf of someone else

Effective communication
• public speaking at their school or in other forums like rallies can be used to convince the community of the need for change in relation to the issue
• effective communication on the issue might include tone of voice, appropriate language and non-verbal communication that supports what is being said.

Accept other relevant answers.

Section Three: Extended answer   **40% (50 Marks)**

Question 18   **(25 marks)**

(a)   Identify a community partnership that exists within a local or national community in Australia. Discuss how this partnership benefits the wellbeing of individuals.   (5 marks)

Description	Marks
Community partnership	
Identifies a community partnership in a local or national community	1
Subtotal	**1**
Benefits	
Discusses how the community partnership benefits the wellbeing of individuals	4
Explains how the community partnership benefits the wellbeing of individuals	3
Describes how the community partnership benefits the wellbeing of individuals	2
States a fact about how the community partnership benefits the wellbeing of individuals	1
Subtotal	**4**
Total	**5**

Answers could include:

Woolworths and Foodbank – national
- Woolworths and Foodbank is a national partnership which assists in preventing food waste and lessening the impact of food insecurity for those at risk in our communities
- Woolworths donates any excess food products to Foodbank who, through distribution centres and breakfast programs, provide low cost/free nutritious food products to those who need them most
- this partnership benefits individual wellbeing as it lessens the impact of food insecurity for the most vulnerable population groups.

National Australia Bank (NAB) and AFL Auskick – national
- NAB and AFL Auskick are a community partnership where NAB sponsors grass-roots football in communities across Australia
- this is a mutually beneficial partnership as it leads to advertising and marketing for NAB and the AFL, while providing financial assistance to get young boys and girls into football programs
- this enhances the wellbeing of individuals as sporting clubs build cohesion and social networks across the community
- in addition, physical activity assists with the development of fine and gross motor skills of the individuals participating and enhances social interaction and self-esteem.

Better Beginnings and Rio Tinto – local
- Rio Tinto supports the Better Beginnings program designed by the State Library of Western Australia. Programs and resources are delivered through local libraries and child health nurses statewide
- Better Beginnings benefits as they receive financial support from Rio Tinto, and Rio Tinto benefits as it assists with getting vital resources to families in the workforce and the wider community
- Better Beginnings assists 0–3 year olds with language and literacy development, as well as educating new parents on the importance of early literacy and intervention
- this partnership enhances wellbeing as it builds social capacity between young families and the cognitive ability of young children
- supporting programs like this is positive for the image of Rio Tinto.

Question 18 (continued)

Bunnings and local organisations – local
• Bunnings provides opportunities for groups within the local community to raise much needed funds through its weekly sausage sizzles by providing the infrastructure and a loyal customer base
• this benefits Bunnings as it has a cheap food product available for its customers and staff
• these partnerships support wellbeing as sporting, not for profit, education and fundraising groups have an opportunity to source much needed income, keeping them financially stable and building social capacity within the community.
Accept other relevant answers.

(b) Discuss a role and a responsibility of individuals, the community and government in the formation of this community partnership. (12 marks)

Description	Marks
For each of **three** groups (4 marks each)	
Discusses a role and a responsibility of individuals/community/government in the formation of this community partnership	4
Describes a role and a responsibility of individuals/community/government in the formation of this community partnership	3
Describes a role or a responsibility of individuals/community/government in the formation of this community partnership	2
States a fact about a role or a responsibility of individuals/community/ government in the formation of this community partnership	1
Subtotal	4
Total	12

With reference to the community partnership, answers could include:

Roles of individuals
• support the formation of the partnership within the community
• promote the formation of the partnership within the community
• be prepared to take on a role in the formation of the community partnership.
Responsibilities of the individual
• act in a way that keeps oneself and others involved in the establishment of the partnership safe (OHS)
• follow the guidelines and protocols of participation in the partnership
• act ethically when establishing the partnership.

Roles of the community
• establish a need for the partnership to form within the community
• establish there will be sufficient support for the community partnership
• promote the community partnership
Responsibilities of the community
• identify and implement the legal requirements of the partnership in the area in which it operates
• ensure inclusivity of the partnership, i.e. equal opportunity for all who may wish to be involved or use the services of the community partnership
• assist with initial fundraising, to enable the partnership to have financial stability in the community within the early stages of its existence.

Roles of the government
- provide legislation for community partnerships that will protect both the partnerships and the people accessing them
- provide resources and information relevant to the establishment of the community partnership
- provide strong support to the partnership if it will be enhancing community betterment, social cohesion and inclusivity
- support partnerships that promote social cohesion and inclusivity
- government ensures accountability through processes including financial audits and compliant constitutions.

Responsibilities of the government
- ensuring operating partnerships meet the requirements of OHS/WHS laws through inspections in the early stages of the partnership and intermittently throughout
- ensure they are complying with the *Local Government Act* of 2000 – requiring local governments to encourage and support the formation of community partnerships to improve the cultural, economic, social and economic life of the people within their community
- provide current and accurate advice when it is sought
- equality in deciding which community partnerships will be supported by the government with decisions based on need.

Accept other relevant answers.

Question 18 (continued)

(c) Analyse why some community partnerships are successful and some are not. Use examples to support your answer. (8 marks)

Description	Marks
Successful partnerships	
Analyses why some community partnerships are successful, using relevant examples to support answer	4
Explains why some community partnerships are successful, using relevant examples to support answer	3
Describes why some community partnerships are successful, using a relevant example to support answer	2
States a fact about a successful community partnership	1
Subtotal	4
Non-successful partnerships	
Analyses why some community partnerships are not successful, using relevant examples to support answer	4
Explains why some community partnerships are not successful, using relevant examples to support answer	3
Describes why some community partnerships are not successful, using a relevant example to support answer	2
States a fact about a community partnership that is not successful	1
Subtotal	4
Total	8

Answers could include:

Reasons for successful partnerships
- considerable energy is given from all sections of the community partnership, as they see worth in the other party and the goal the partnership is trying to achieve
- communication between differing sections of the community partnership is open and direct so all stakeholders know what is going on and exactly where they stand
- partnerships have enough financial capital to ensure that the partnership will continue to exist in tough times
- the community sees value in what the partnership is providing, so support the partnership through participating, volunteering, word of mouth or donations
- the interactions built through the partnership build social capacity within the community in which it is a part and the partnership goes from strength to strength
- there are complementary skills working within the partnership, providing a wider range of knowledge, skills and contacts
- the partnership complies with legislation related to the areas in which it operates.

Reasons for non-successful partnerships
- government policy is modified and funding is withdrawn making it impossible for the partnership to continue
- the workload between organisations is not equitable with one section of the community partnership standing to reap more reward than the other
- the vision of the partnership changes, meaning all stakeholders are no longer on board with what the partnership is aiming to achieve
- poor communication amongst individuals within the community partnership, leading to conflict and friction
- the partnership does not fully comply with the legislation stipulated in the area in which it operates
- the partnership is not valued and supported by those within the community in which it operates
- different management systems, employees and ways of operating can cause friction between the parties operating within the partnership.

Accept other relevant answers.

Question 19 **(25 marks)**

(a) Demonstrate your understanding of the Triple Bottom Line theory by drawing a fully-labelled diagram and providing an outline of the theory, with reference to your diagram. (9 marks)

Description	Marks
Diagram	
All elements are labelled • people – social/human • planet – environmental/ecological/natural • profit – economic • bearable, equitable, viable (1 mark) • intersection/interplay is labelled sustainable/sustainability	1–5
Subtotal	5
The theory	
Outlines the theory with detailed reference to the diagram	4
Outlines the theory with some reference to the diagram	3
Outlines the theory	2
States a fact about the theory	1
Subtotal	4
Total	9

Answers could include:

The Triple Bottom Line theory is an accounting framework with three parts, often represented as a Venn diagram because the three main elements or pillars of sustainability (social, economic and environmental) overlap and intersect with one another. When the three elements are in balance, as indicated by the centre of a Venn diagram, sustainability is achieved. The further elements of the diagram (viable, equitable and bearable) indicate the relationship between the main elements.

Accept other relevant answers.

Question 19 (continued)

(b) (i) Explain how each of the **three** main elements of the Triple Bottom Line theory could be applied by the developers of the day care centre to achieve sustainability. (9 marks)

Description	Marks
For each of **three** elements (3 marks each)	
Explains how an element of the Triple Bottom Line theory could be applied by the developers of the day care centre to achieve sustainability	3
Describes how an element of the Triple Bottom Line theory could be applied by the developers of the day care centre to achieve sustainability	2
States a fact about how an element of the Triple Bottom Line theory could be applied by the developers of the day care centre to achieve sustainability	1
Subtotal	3
Total	9

Answers could include:

All aspects of the Triple Bottom Line theory need to be considered to assist in creating and maintaining sustainable patterns of living.

Social element
- could be dealt with by the developers by ensuring equal opportunity for staff and also access by families, good working hours for staff and flexible hours for families, safe place to work, opportunities for advancement, further learning/education opportunities for staff and good communication with families
- the layout of the centre encourages socialisation and interaction of children

Economic element
- the developers must ensure they will be able to run the centre at a profit, prudent financial management and reporting to government, planning for growth, regular collection of fees will all be important

Environmental element
- ensuring the centre fits in with the surrounding bushland environment, use of solar power, environmentally sustainable consumption and pollution prevention and a safe and stimulating environment for children are all important aspects of this element.

Accept other relevant answers.

(ii)   Explain how **one** of the interrelationships of the main elements of the Triple Bottom Line theory could be applied by the developers of the day care centre to achieve sustainability.   (3 marks)

Description	Marks
Explains the interrelationship of two main elements that the developers of the day care centre could consider	3
Describes the interrelationship of two main elements that the developers of the day care centre could consider	2
States a fact about the interrelationship of two main elements that the developers of the day care centre could consider	1
Total	**3**

Answers could include:

In the Triple Bottom Line theory, the interrelationship of the main elements is how two elements affect each other.

Viable
- the balance between environmental and economic
- while the developers must ensure the centre is economically profitable this should be with minimal impact to the environment. For example, the cost to incorporate solar energy into the building may prove costly initially but it is the environmentally responsible thing to do and will provide economic benefit

Equitable
- the balance between social and economic
- the centre must be economically profitable but the service must be within the reach of families who will be using the service. If the centre is priced too highly to use, families will not use it
- the wages paid to staff must be fair or staff will not continue to work at the centre

Bearable
- the balance between environmental and social
- the centre must fulfil sustainability criteria in that the day care is not overly environmentally damaging and preferably promotes care of the environment while still providing for all of the needs of people in the environment, i.e. children, staff and parents
- incorporating ways for children to care for the environment during their time at the centre would be a positive way for the developers to relate these two elements to each other.

Accept other relevant answers.

Question 19 (continued)

(c)   Evaluate the influence of a changing societal attitude, other than sustainability, that has
       had an impact on the development of day care centres in Australia.   (4 marks)

Description	Marks
Evaluates the influence of a changing societal attitude, other than sustainability, that has impacted on the development of day care centres in Australia	4
Discusses the influence of a changing societal attitude, other than sustainability, that has impacted on the development of day care centres in Australia	3
Describes the influence of a changing societal attitude, other than sustainability, that has impacted on the development of day care centres in Australia	2
States a fact about a changing societal attitude, other than sustainability, on the development of day care centres in Australia	1
Total	**4**

Answers could include:

Feminist movement
• women are no longer stay at home mothers; gender equality has created
  opportunities for women to be treated equally and they are no longer satisfied with
  low paying jobs, but pursuing careers
• women are staying in the workforce longer and combining careers and children.
  Stay at home mothers were the norm, with the expectation of full-time care being
  their primary role which has changed
• the number of stay at home mothers accessing child care has risen, where this
  group now use day care centres to provide socialisation for their children.
  Subsequently, there is an increased demand for quality care

Changing family structures
• due to changes in attitude to single parenting and ease of obtaining a divorce,
  there is an increased number of single parent families, with the necessity for the
  parent to work. This has increased the demand in centres and quality of centres to
  assist children with adjusting to changing circumstances
• the acceptance of both parents working has changed societal attitudes of fathers
  being involved in care and accessibility to the service
• introduction of government subsidies due to demand and parents working longer
  hours has made day care centres more affordable and accessible to the wider
  community

Compulsory education
• the societal attitude to educating children from a young age now requires centre
  staff to be trained and they are no longer looked upon as care centres but
  educational and socialisation environments, providing educational programs
• the introduction of the Early Years Learning Framework has created a change in
  the perception of programs and learning environments, and level of
  professionalism of day care centres. This includes a focus on language, literacy,
  numeracy and social skills
• legislation also ensures centres are regulated, with society recognising inclusivity
  with the introduction of specialty day care centres for ESL (immigration) and
  disabled students, including Hearing Impaired Centres.

Accept other relevant answers.

Question 20   **(25 marks)**

(a) Define the following aspects of Vygotsky's theory of Sociocultural Development and explain how a teacher could apply each aspect of the theory to improve the outcomes for children in his/her class:
- zone of proximal development
- scaffolding
- more knowledgeable other.   (12 marks)

Description	Marks
For each of **three** aspects (4 marks each)	
Defines the term and explains in detail how it could be applied in a classroom and how it would improve the outcomes for students	4
Defines the term and describes how it could be applied in a classroom	3
Defines the term and comments on how it could be used in a classroom	2
Defines the term	1
Subtotal	4
Total	12

Answers could include:

Zone of proximal development (ZPD)

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- a teacher could apply the ZPD in their classroom by monitoring where students are at, then incorporating new, slightly harder learning tasks that will allow them to progress. This new material must be within their capability with assistance. When teaching new maths material, the teacher will need to provide support either themselves or through another more knowledgeable other until the new learning is mastered
- the result will be that students steadily increase their knowledge/skills.

Scaffolding

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- a teacher could apply this in their classroom by providing a lot of initial instruction and resources to support the new learning, then allow students to practice by themselves once they seem to have mastered the new skill. In an English classroom students would have explicit teaching and practice worksheets to develop skills in a new area before being assessed on their independent work
- the result will be that students are confident not nervous learners. They know they will get support until they feel independent with regard to the new work.

More knowledgeable other (MKO)

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- a teacher could apply this in their classroom by either being the MKO to students or grouping students so that peer tutoring occurs where students who have mastered a skill help those who have not. Teachers may also use ICT as the MKO. Many programs and apps can now give students instructions and feedback
- the result of using MKO is that students should learn more quickly than if left to discover alone.

Accept other relevant answers.

Question 20 (continued)

(b)   Vygotsky places emphasis on the development of language.

(i)   Outline Vygotsky's perspective on the development of language in terms of
social, cultural, biological and environmental factors.   (8 marks)

Description	Marks
For each of **four** factors (2 marks each)	
Outlines Vygotsky's perspective on the development of language in relation to the factor	2
States a fact about Vygotsky's perspective on the development of language in relation to the factor	1
Subtotal	2
Total	8

Answers could include:

Social factors
- Vygotsky believes that language is a social concept that is developed through social interactions
- language will develop faster with the encouragement and instruction of a MKO
- scaffolding to teach language requires the intervention of other people

Cultural factors
- through social and language interactions, older and more experienced members of a community (MKOs) teach younger and less experienced members the skills, values and knowledge needed to be productive members of that community
- parents, caregivers, peers and the culture at large are responsible for developing higher order functions

Biological factors
- Vygotsky believed that a child's cognitive development is affected by their language development. Children are born with lower mental functions with a capacity to achieve higher mental functions. With assistance, they are capable of progression, including in the area of language
- recognition of biological factors which make some children ahead of their peers while others are less developed and need greater assistance will mean MKOs can assist all children to move forward

Environmental factors
- the people in a child's life and how they interact with that child are very significant environmental factors as well as social factors. With few people in a child's environment determined to interact with the child, language would probably not progress as fast as for children with many people to interact with
- the presence of MKOs such as teachers and carers who identify and work within a child's ZPD, scaffolding new language concepts would be the ideal situation
- a child will also learn the language of what is in their environment, e.g. fork or chopsticks, nana or nonna.

Accept other relevant answers.

(ii)   Describe the interrelationship of the factors outlined in part (b)(i).   (2 marks)

Description	Marks
Describes the interrelationship of the factors covered in part (b)(i)	2
States a fact about the interrelationship of the factors covered in part (b)(i)	1
Total	**2**
Answers could include: The interrelationship of the factors in Vygotsky's perspective on language development – the four factors are interrelated, e.g. while social interaction is at the centre of how Vygotsky believes language develops, this will always have a cultural context. The presence of MKOs and operating within a child's ZPD is relevant no matter the cultural background and language to be learnt. MKOs need to be aware of the child's intellectual development and capabilities to give appropriate challenges to learn new language and the environment they create around the child, including the people, objects and opportunities.	

(c)   Explain a significant difference between Vygotsky's and Piaget's theories in terms of how children learn.   (3 marks)

Description	Marks
Explains a significant difference between Vygotsky's and Piaget's theory in terms of how children learn	3
Describes a significant difference between Vygotsky's and Piaget's theory in terms of how children learn	2
States a difference between Vygotsky's and Piaget's theory in terms of how children learn	1
Total	**3**
Answers could include: • Vygotsky emphasised social interactions in the learning process, whereas Piaget emphasised explorations being important. Vygotsky's notion of a more knowledgeable other and scaffolding both require the intervention of others in the learning process. Piaget believed students are naturally curious and as long as they are capable of learning new material, their learning will be based on their own actions more so than the action of others • Piaget believed in age appropriate skill development across four distinct stages, with cognitive ability and readiness being essential in being able to understand the complexities of language. Vygotsky did not place such importance on 'age readiness' but rather believed that learning occurs through language and the culture in which the learner is immersed.	
Accept other relevant answers.	

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