



ATAR course examination, 2023

Question/Answer booklet

CHILDREN, FAMILY AND THE COMMUNITY

Please place your student identification label in this box

WA student number: In figures

--	--	--	--	--	--	--	--

In words

Time allowed for this paper

Reading time before commencing work: ten minutes

Working time: three hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer booklet

Multiple-choice answer sheet

Number of additional
answer booklets used
(if applicable):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,
correction fluid/tape, eraser, ruler, highlighters

Special items: nil

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of examination
Section One Multiple-choice	10	10	10	10	10
Section Two Short answer	6	6	90	115	50
Section Three Extended answer	3	2	80	50	40
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2023: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.
2. Answer the questions according to the following instructions.

Section One: Answer all questions on the separate Multiple-choice answer sheet provided. For each question, shade the box to indicate your answer. Use only a blue or black pen to shade the boxes. Do not use erasable or gel pens. If you make a mistake, place a cross through that square, then shade your new answer. Do not erase or use correction fluid/tape. Marks will not be deducted for incorrect answers. No marks will be given if more than one answer is completed for any question.

Section Two: Answer all questions in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.

Section Three: Answer two questions from a choice of three. Write your answers in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.

3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Section One: Multiple-choice**10% (10 Marks)**

This section has **10** questions. Answer **all** questions on the separate Multiple-choice answer sheet provided. For each question, shade the box to indicate your answer. Use only a blue or black pen to shade the boxes. Do not use erasable or gel pens. If you make a mistake, place a cross through that square, then shade your new answer. Do not erase or use correction fluid/tape. Marks will not be deducted for incorrect answers. No marks will be given if more than one answer is completed for any question.

Suggested working time: 10 minutes.

1. According to Erikson's developmental theory, during which age does the conflict industry versus inferiority occur?
 - (a) Primary school children aged 6 to 11 years
 - (b) Adolescents aged 12 to 18 years
 - (c) Infants from birth until 1 year
 - (d) Elderly-aged 50 years and beyond

2. Environmental factors affecting a child's development have a major impact not only on physical growth but also on developmental growth. Environmental factors that can have an impact are
 - (a) nutrition, family, language, hormones.
 - (b) socio-economic status, nutrition, culture, lifestyle.
 - (c) poverty, homelessness, education, genetics.
 - (d) height, lifestyle, wealth, friendships.

3. A social and cultural factor for a service developed to assist the people in aged care is
 - (a) access ramps for transportation to health care facilities.
 - (b) online shopping facilities in a variety of languages.
 - (c) group activities creating art influenced by different traditions.
 - (d) eating food from different countries in an isolated room.

4. The Triple Bottom Line theory for sustainability is in strong demand from communities to ensure businesses focus on environmental and social concerns and not just profits. Companies need to have three bottom lines for success. They are
 - (a) planet, profit, people.
 - (b) accounting, environment, social.
 - (c) money, financial, social.
 - (d) profits, commitment, environment.

See next page

5. The *Equal Opportunity Act 1984* (the Act) was established to protect the rights of the individual from discrimination. The Act prevents discrimination on the grounds of
- (a) race, intellectual impairment, sexuality, marital status.
 - (b) pregnancy, height, gender, race.
 - (c) age, weight, culture, pregnancy.
 - (d) eye colour, sexuality, gender, marital status.
6. Piaget's theory of cognitive development works within four main stages. Within Piaget's sensorimotor stage there are six sub-stages. Identify the second and the third sub-stages.
- (a) simple reflexes, and coordination of reactions
 - (b) primary circular reactions and secondary circular reactions
 - (c) secondary circular reactions and tertiary circular reactions
 - (d) secondary circular reactions and coordination of reactions
7. Successful advocacy depends on important messages being communicated and heard. Refugees require varying degrees of support and guidance to integrate into an English-speaking country such as Australia. How would you **best** communicate with a refugee during an initial contact?
- (a) use pictures and diagrams to communicate key messages
 - (b) ask questions to find out about their immediate priorities
 - (c) have a conversation to determine level of understanding
 - (d) ask them to respond to a written message on a piece of paper
8. Unemployment can be eased by the advocacy of others. A sewing machine and training, given to an unemployed person by a community organisation in a developing country, could provide income and skills to empower that person for a lifetime.
- What advocacy skills provided by the community organisation are **best** represented in this situation?
- (a) being assertive and expressing feelings
 - (b) negotiating and liaising with key organisations
 - (c) knowing and understanding peoples' rights
 - (d) providing resources and imparting knowledge
9. Self-management skills and strategies can support the use of resources in an early learning environment to ensure children understand the importance of sustainability. An example of these is
- (a) relying solely on the use of digital resources to deliver educational content.
 - (b) using disposable utensils and cups when eating meals to save time.
 - (c) using non-renewable resources to power the learning environment.
 - (d) using natural materials when undertaking art and craft activities.

10. The role and responsibility of the government in the formation of community partnerships are to
- (a) ensure workplace health and safety laws are implemented and followed by the people involved in a community partnership.
 - (b) create inclusive environments for people to thrive socially, culturally and economically within a community partnership.
 - (c) develop laws and policies to provide resources to improve shared outcomes for the community partnership.
 - (d) form supportive relationships between community agencies and individuals within a community partnership.

End of Section One

See next page

Section Two: Short answer

50% (115 Marks)

This section has **six** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 90 minutes.

Question 11

(21 marks)

- (a) Explain the purpose of Bronfenbrenner's ecological systems theory. (3 marks)

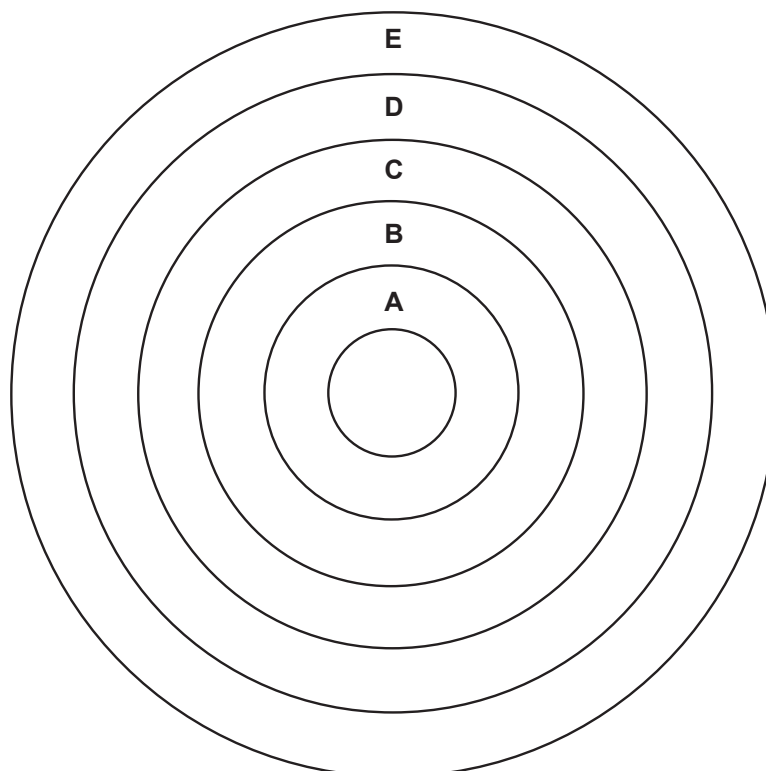


Figure 1: Bronfenbrenner's theory of ecological systems

See next page

- (b) Bronfenbrenner's ecological systems theory has five levels. With reference to Figure 1 on page 6, name each level (A to E) and state an example of a factor that can impact the child's development. (10 marks)

Level	Name of level	Example of a factor impacting development
A		
B		
C		
D		
E		

Question 11 (continued)

- (c) Discuss **two** factors that demonstrate the interrelationship of Levels A and E, as identified in part (b) on page 7, on a child's development of Bronfenbrenner's ecological systems theory. (8 marks)

Levels A and E _____

Factor one: _____

Factor two: _____

This page has been left blank intentionally

See next page

Question 12

(14 marks)

Ms VanRensburg, a pre-primary school teacher, has chosen the theme 'gardening' for the term. She works with an education assistant, Mrs Naik, in the classroom and a few parent helpers. The school has recently installed a new vegetable garden. On a recent visit to the garden, the teacher asked the students to identify and pronounce the names of the vegetables in the garden. The students could identify on average four vegetables out of 10. To improve their understanding and language of vegetables, she carried out three activities.

- The first was a taste-testing activity of the vegetables. The students were taught different sensory words related to each vegetable, which the teacher wrote on the board.
- The second activity was a vegetable memory card game played in pairs.
- The third was a craft activity which involved cutting, colouring in, and gluing the vegetable cut outs on a paper plate.

Extra support was given to students who were struggling and where English was not their first language. The support included assistance with pronouncing words, use of resources and keeping students on task. Ms VanRensburg decided to take the students to the garden again and during play she had discussions with the students where she made observations that they were able to identify and pronounce an average of seven vegetables out of 10.

- (a) Identify **two** 'more knowledgeable others' from the case study as per Vygotsky's theory of sociocultural development. (2 marks)

One: _____

Two: _____

- (b) Define 'scaffolding' and using **two** examples from the case study, explain how language development is promoted. (8 marks)

Definition: _____

Example one: _____

Example two: _____

- (c) Examine how language development is encouraged in the case study, with reference to the process and key concept of the 'zone of proximal development'. (4 marks)

Question 13

(19 marks)

Pierre has been successful in securing employment at a local childcare centre. This is his dream job, and he wants to make a good impression with the children in his care, the parents and his colleagues.

- (a) Explain **three** self-management skills that can assist Pierre to build positive relationships with his colleagues. (9 marks)

One: _____

Two: _____

Three: _____

In every workplace, there is a need to handle conflict.

- (b) Explain **two** conflict resolution skills that Pierre could apply to resolve a conflict with a colleague in a positive and successful manner. (6 marks)

One: _____

Two: _____

As a childcare worker, Pierre interacts with parents on a regular basis.

- (c) Describe **two** self-management strategies Pierre can use when interacting with a parent about a positive outcome that has been achieved by their child. (4 marks)

One: _____

Two: _____

Question 14

(20 marks)

- (a) Analyse the principles 'sustainability' and 'diversity' in relation to community development. (8 marks)

Sustainability: _____

Diversity: _____

Australia is a multicultural society, with an increasingly diverse population.

- (b) List **one** community support system that addresses sustainability and **one** community support system that addresses diversity. (2 marks)

Sustainability: _____

Diversity: _____

- (c) With reference to the community support systems identified in part (b), evaluate the impact of a government policy on the provision of community support systems. (4 marks)

- (d) Select **one** of the community support systems identified in part (b) and describe an influence of changing societal attitudes or values on its development, management and use. (6 marks)

Support system selected: _____

Development: _____

Management: _____

Use: _____

Question 15

(19 marks)

The protection of the rights of children is an important aspect of the United Nations Sustainable Development Goals.

- (a) Explain how the rights of children are protected in Australia **or** globally in relation to the following development goals: (9 marks)

Reduce inequality

Provide quality education

Encourage good health and wellbeing

- (b) Identify **two** ways in which Australian children are protected and discuss how these have been incorporated into government policies. (10 marks)

One: _____

Two: _____

(b) Describe **one** social and **one** ethical feature of the product identified in part (a). (4 marks)

Social: _____

Ethical: _____

(c) Describe **one** environmental and **one** economic feature of the service identified in part (a). (4 marks)

Environmental: _____

Economic: _____

This page has been left blank intentionally

See next page

Section Three: Extended answer

40% (50 Marks)

This section has **three** questions. You must answer **two** questions. Write your answers in the spaces provided following Question 19.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 80 minutes.

Question 17

(25 marks)

Advocacy is an important part of giving a voice to the global issues to safeguard children, family, and communities to lessen the impact affecting them.

With reference to the primary and secondary resources in Figures 3.1 to 3.4 complete the following.

- (a) Describe the aim and impact of the **three** sustainable development goals. (6 marks)
- (b) Using **one** of the sustainable development goals identified in part (a), explain a global issue that requires communities to advocate for. (3 marks)
- (c) Using the technology process, explain the development and implementation of an advocacy plan to reduce the impact of the issue in part (b). Include an example at each stage. (16 marks)

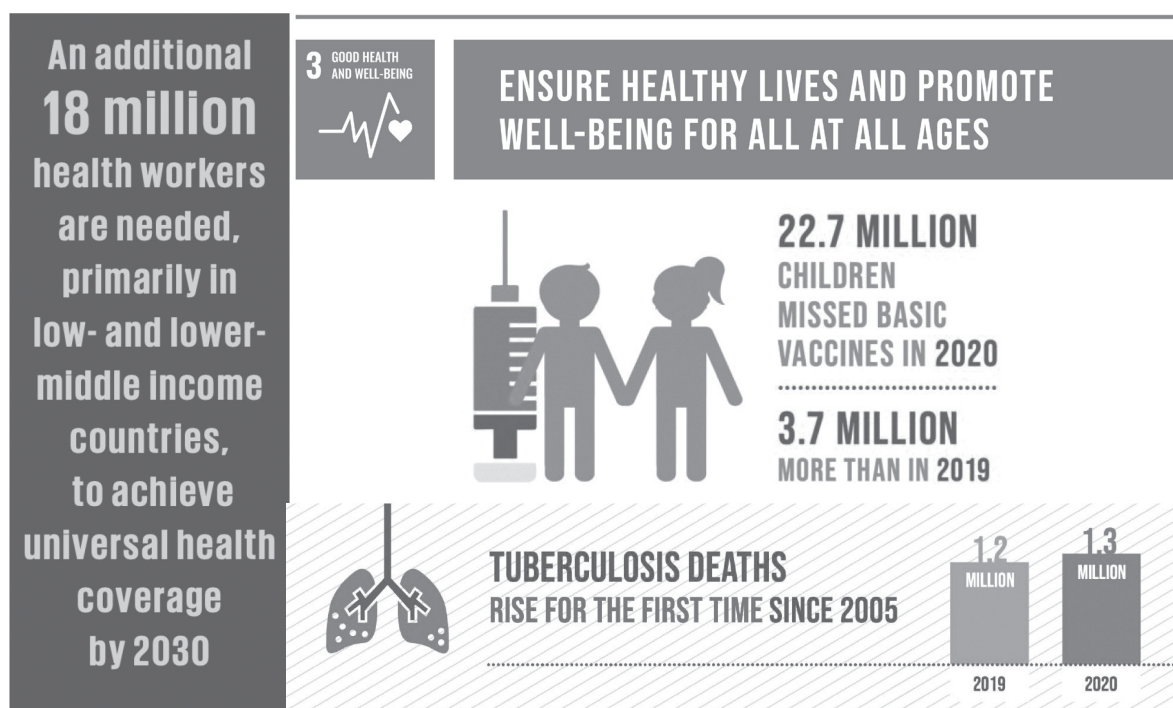


Figure 3.1: United Nations Sustainable Goal 3

See next page

3 GOOD HEALTH AND WELL-BEING

ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES

Density of selected health professionals per 10,000 people, 2014-2020 (latest available data)

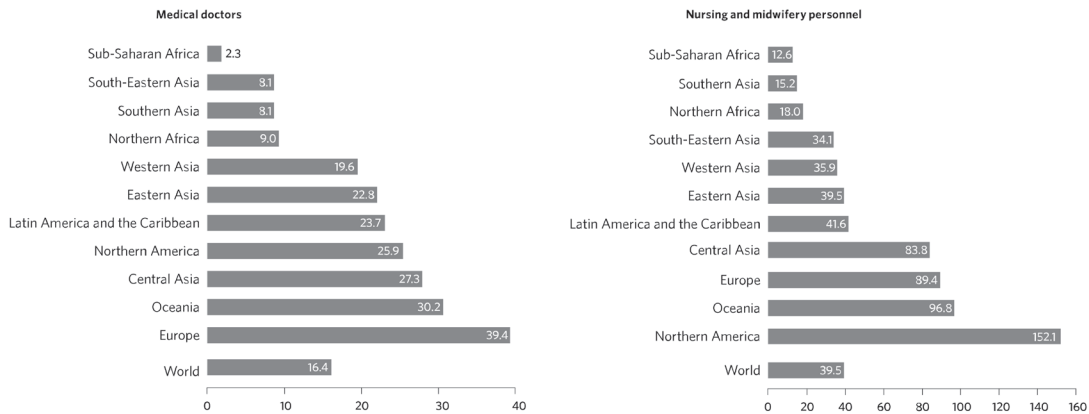


Figure 3.2: United Nations Sustainable Goal 3 'Density of selected health professionals per 10 000 people, 2014 to 2020'

4 QUALITY EDUCATION

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

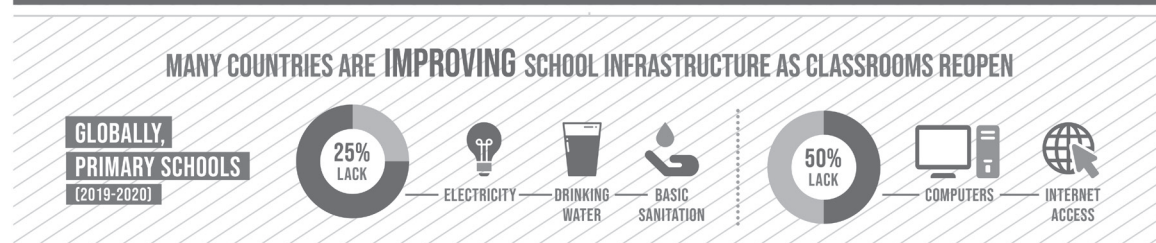


Figure 3.3 United Nations Sustainable Goal 4 'Many countries are improving school infrastructure as classrooms reopen'

8 DECENT WORK AND ECONOMIC GROWTH

PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL



Figure 3.4: United Nations Sustainable Goal 8 'In child labour worldwide'

See next page

Question 18

(25 marks)

Australia is a multicultural society that encompasses a diverse range of communities, including Indigenous Australians, migrants, refugees and ethnic or religious minorities.

By examining the challenges faced by these community groups and analysing the efforts to promote and protect their human rights, individuals can gain an understanding into the importance of upholding human rights principles within the country.

- (a) Explain **four** principles of the *Australian Human Rights Framework 2010* in the protection of Australian citizens. (12 marks)
- (b) Discuss the purpose of the *Universal Declaration of Human Rights 1948*. (4 marks)
- (c) Describe the principles of equity, diversity and human rights and provide an example for each to support your answer. (9 marks)

Question 19

(25 marks)

To create sustainable cities and communities, people strive for social justice and the minimising of inequalities.

- (a) Analyse an aim and an impact of the United Nations Sustainable Development Goal of sustainable cities and communities. (5 marks)
- (b) Discuss the relationship between social cohesion and social systems and explain its impact on a sustainable society. (9 marks)
- (c) Explain **one** positive and **one** negative factor that influence social cohesion within an Australian community structure. (6 marks)
- (d) Analyse the relationships between social justice, political and legal issues, that relate to families, in order to maintain sustainable cities and communities. (5 marks)

ACKNOWLEDGEMENTS

- Question 6** Information from: Piaget, J. (n.d.). Retrieved October, 2022, from <https://www.simplypsychology.org/piaget.html>
- Question 7** Sentence 1 from: World Health Organisation (WHO). (2010). *Community-based Rehabilitation: CBR Guidelines*, p. 9. Retrieved May, 2023, from <https://www.who.int/publications/i/item/9789241548052>
- Question 16** Naumov, P. (2017). *Big Family, Mom, Dad, Kids and Grandparents Vector Illustration Isolated on a White Background*. Retrieved May, 2023, from <https://www.istockphoto.com/vector/big-family-mom-dad-kids-and-grandparents-vector-illustration-gm877881456-244897637>
- Question 17** Figure 3.1 adapted from: Limb, M (2016, September 22). *World Will Lack 18 Million Health Workers by 2030 Without Adequate Investment, Warns UN*. BMJ Publishing Group. Retrieved May, 2023, from <https://www.bmj.com/content/354/bmj.i5169>
- Figure 3.1 adapted from: United Nations. (2022). 3: Good health and well-being [Infographic]. *The Sustainable Development Goals Report* (p. 10). Retrieved May, 2023, from <https://unstats.un.org/sdgs/report/2022/The-Sustainable-Development-Goals-Report-2022.pdf>
- Figure 3.2 from: United Nations. (2022). Density of selected health professionals per 10,000 people, 2014-2020 (latest available data) [Graph]. *The Sustainable Development Goals Report* (p. 33). Retrieved May, 2023, from <https://unstats.un.org/sdgs/report/2022/The-Sustainable-Development-Goals-Report-2022.pdf>
- Figure 3.3 adapted from: United Nations. (2022). 4: Quality education [Infographic]. *The Sustainable Development Goals Report* (p. 11). Retrieved May, 2023, from <https://unstats.un.org/sdgs/report/2022/The-Sustainable-Development-Goals-Report-2022.pdf>
- Figure 3.4 adapted from: United Nations. (2022). 8: Economic growth [Infographic]. *The Sustainable Development Goals Report* (p. 15). Retrieved May, 2023, from <https://unstats.un.org/sdgs/report/2022/The-Sustainable-Development-Goals-Report-2022.pdf>

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.