



Western Australian Certificate of Education Examination, 2014

Question/Answer Booklet

CHILDREN, FAMILY AND THE COMMUNITY

Stage 3

Please place your student identification label in this box

Student Number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes

Working time for paper: 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 notes or other items of a non-personal nature in the examination room. 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 exam
Section One: Multiple-choice	10	10	10	10	10
Section Two: Short answer	6	6	90	102	50
Section Three: Extended response	3	2	80	60	40
Total					100

Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2014*. 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. 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.

Sections Two and Three: Write your answers in this Question/Answer Booklet.

3. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
 - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
 - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

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. 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. A human resource is
 - (a) the knowledge of the individual.
 - (b) an advocate for workplace diversity.
 - (c) a set of individuals who make up a workforce.
 - (d) the characteristics of a population, its age, gender or social class.

2. A sustainable society is a community that is
 - (a) global in outlook.
 - (b) diverse and productive in nature.
 - (c) active regarding social order and environmental degradation.
 - (d) concerned about the wellbeing and viability of present and future generations.

3. In Bronfenbrenner's Ecological Systems theory, the cultural context is situated in the
 - (a) exosystem.
 - (b) mesosystem.
 - (c) microsystem.
 - (d) macrosystem.

4. Which is an example of a secondary source?
 - (a) the autobiography of a famous chef
 - (b) a television news story about a young boy's battle with cancer
 - (c) a radio interview with an Olympic skier about their winning a gold medal
 - (d) a YouTube clip of the Queen's Christmas message to the Commonwealth

5. Which of the following is an ethical feature of a product?
 - (a) a guarantee
 - (b) a discounted price
 - (c) an extended warranty
 - (d) it was manufactured in Australia

See next page

6. We can empower individuals to advocate for social, political and economic justice by selecting and applying appropriate
- (a) self-management skills.
 - (b) communication skills and strategies.
 - (c) conflict resolution skills when working with others.
 - (d) tools to support individuals or groups in their decision-making.
7. You build social capital when individuals
- (a) work together in the community for the common good.
 - (b) use resources at a rate at which they can be replaced naturally.
 - (c) increase the amount of knowledge, skills and attributes in a community.
 - (d) increase the amount of goods and services produced with the same amount of resources.
8. Human rights are
- (a) the rights of an individual in the community.
 - (b) adherence to social, political and economic justice.
 - (c) based on the principles of dignity, equality and mutual respect.
 - (d) the value of each individual and specific groups in the community.
9. What type of development refers to economic growth that does **not** deplete resources and destroy ecosystems quickly?
- (a) global
 - (b) sustainable
 - (c) self-managed
 - (d) environmental
10. Activities society considers unethical are
- (a) always illegal.
 - (b) socially responsible.
 - (c) not necessarily illegal.
 - (d) illegal but socially responsible.

End of Section One

See next page

Section Two: Short answer

50% (102 Marks)

This section has **six (6)** questions. Answer **all** questions. Write your answers in the spaces provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

- Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
- Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time: 90 minutes.

Question 11

(14 marks)

(a) Explain the term 'sustainable patterns of living'.

(2 marks)

(b) Explain **two** barriers to achieving sustainable patterns of living.

(6 marks)

Question 11 (continued)

(c) Identify and explain **two** global issues or trends that influence sustainable patterns of living. (6 marks)

Question 12

(9 marks)

(a) Explain the terms 'social cohesion', 'social system' and 'sustainable society'. (6 marks)

(b) Outline the relationship between social cohesion, social systems and a sustainable society. (3 marks)

Question 13

(26 marks)

- (a) Bronfenbrenner's Ecological Systems theory states that development is the result of the relationships between people and their environments.

Describe **two** implications of Bronfenbrenner's Ecological Systems theory. (6 marks)

- (b) Describe **two** strengths of Bronfenbrenner's Ecological Systems theory. (6 marks)

(c) Describe **four** stages of Erikson’s theory of growth and development. (8 marks)

(d) Describe **two** strengths of Erikson’s theory of cognitive development. (6 marks)

Question 14

(12 marks)

- (a) Identify a current **cultural** policy **or** law and discuss its impact on the provision of resources in a community in Australia. (4 marks)

- (b) Identify a current **political** policy **or** law and discuss its impact on the provision of resources in a community in Australia. (4 marks)

- (c) Identify a current **economic** policy **or** law and discuss its impact on the provision of resources in a community in Australia. (4 marks)

- (b) Explain **two** communication skills that would assist the individual, family or community group identified in part (a). (6 marks)

- (c) Describe a secondary source that assists you to use **one** of the communication skills identified in part (b) to support an individual, family or community group. (3 marks)

Question 16

(22 marks)

Multicultural Reference Group

Wanneroo is one of the most multicultural cities in Australia, with 34.5% of its residents having been born overseas, compared with the national average of 22.2%.

In recognition of this great diversity, the City of Wanneroo formed a Multicultural Reference Group to deliver a collaborative and coordinated approach to multicultural issues. The group meets four times a year.

The objectives of the group are to:

1. Allow professionals who work with multicultural communities to network and share information.
2. Identify issues and needs specific to multicultural communities and develop collaborative initiatives to address these issues.
3. Provide a mechanism for collective proactive advocacy for multicultural communities.

- (a) Identify **two** advocacy skills and explain the key attributes of these skills that would be required to work effectively in a multicultural reference group. (8 marks)

See next page

(b) (i) Describe **five** steps in an advocacy plan to improve the health of multicultural communities. (10 marks)

(ii) Discuss **two** possible barriers to your advocacy plan. (4 marks)

Section Three: Extended response**40% (60 Marks)**

This section has **three (3)** questions. You must answer **two (2)** questions. Write your answers in the spaces provided following Question 19.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

- Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
- Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time: 80 minutes.

Question 17**(30 marks)**

- (a) Discuss **two** ethical and **one** technological feature of existing products, services or systems for individuals and families. (9 marks)
- (b) Analyse **three** different factors you would need to consider when producing and evaluating a product, service or system. (9 marks)
- (c) Discuss and apply the technology process to develop a solution that could meet the needs of individuals in the community. Discuss **one** short-term and **one** long-term consequence of the solution. (12 marks)

Question 18**(30 marks)**

- (a) Discuss **three** factors that illustrate Piaget's theory of human development. For each factor, provide an example of the relationship between biological and environmental aspects of growth and development. (9 marks)
- (b) Explain **three** factors that illustrate Vygotsky's theory of human development. For each factor, provide an example of what is occurring in terms of Vygotsky's theory of human development. (9 marks)
- (c) Explain **two** ways the Vygotskian and the Piagetian theories are similar. Discuss how these similarities can be used when working with an individual. (12 marks)

Question 19

(30 marks)

- (a) Identify **two** social issues and explain how they can affect the growth and development of individuals and families in Australia. (8 marks)
- (b) For **each** of the social issues in part (a), provide **one** relevant Australian policy introduced by government and explain how it can promote the growth and development of individuals and families. (10 marks)
- (c) Explain **four** support roles that governments in Australia play in promoting growth and development of individuals and families in the formation of community partnerships. (12 marks)

End of questions

ACKNOWLEDGEMENTS

Section Two

Question 16

Adapted from: Office of Multicultural Interests. Department of Local Government. (2010). *Implementing the Principles of Multiculturalism Locally*, p. 16. Retrieved June 4, 2014, from www.dlg.wa.gov.au/Content/LG/Multiculturalism/Default.asp

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