Government of **Western Australia**
School Curriculum and Standards Authority

CHILDREN, FAMILY AND THE COMMUNITY

ATAR course examination 2023

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

Section Two: Short answer **50% (115 Marks)**

Question 11 **(21 marks)**

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

Description	Marks
Explains the purpose of Bronfenbrenner's ecological systems theory	3
Describes the purpose of Bronfenbrenner's ecological systems theory	2
States the purpose of Bronfenbrenner's ecological systems theory	1
Total	**3**

Answers could include:

- to demonstrate the impact that relationships in multiple environments has on the developing child from their immediate environment, such as their family interactions through to broad culture values, laws and customs of society
- the concentric circular diagram represents the five environmental systems which have an impact on every part of a child's development. The interactions and relationships between each system that can affect the growth and development of the child at the centre of the circle. The diagram allows for clear representation of these interactions between each system or level.

Accept other relevant answers.

Question 11 (continued)

(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)

Description	Marks
For each level (5 x 2 marks)	
Names a level and states an example	2
Names a level or states an example	1
Total	**10**

Answers could include:

Level	Name of level	Examples of a factor impacting development
A	Microsystem	Family, friends, neighbours, school, church, sporting clubs.
B	Mesosystem	Interaction between home and school, parent teacher interview, parent church relationships, sibling-parent.
C	Exosystem	Impact of mass media (e.g. TV, Internet), neighbourhoods, parent's workplaces, parent's friends.
D	Macrosystem	Socio-economic status of a family, ethnicity, geographical location, the education system, the law system.
E	Chronosystem	Major life transition e.g. divorce of parents, political or economic factors, starting at a new school, moving countries, moving houses.

Accept other relevant answers.

(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)

Description	Marks
For each factor (2 x 4 marks)	
Discusses the factor that demonstrates the interrelationship of level A and E on a child's development of Bronfenbrenner's ecological systems theory	4
Explains the factor that demonstrates the interrelationship of level A and E on a child's development of Bronfenbrenner's ecological systems theory	3
Describes the factor that demonstrates the interrelationship of level A and E on a child's development of Bronfenbrenner's ecological systems theory	2
States a fact about the factor that demonstrates the interrelationship of level A and E on a child's development of Bronfenbrenner's ecological systems theory	1
Total	**8**

Answers could include:

Interrelationship between Level A (Microsystem) and E (Chronosystem)
• parents being stressed, when the Coronavirus Pandemic hit, many parents were sick, struggling to buy groceries and were worried about juggling responsibilities, this may have impacted their relationship with their son/daughter and development
• parents working from home, when the Coronavirus Pandemic hit, many parents were able to work from home, allowing them the opportunity to spend more time with their son/daughter enhancing social/emotional development
• if a child is upset or stressed by the divorce, they could reduce their exercise levels and may not consume the right amount of nutrients which will affect how the body grows
• a divorce could affect a child's stress levels. A child's distress may be expressed through attention seeking, crying, thumb sucking and neglect of toilet training. This could impact on emotional development, if the transition is not handled with care by parents and family members.

Accept other relevant answers.

Question 12   **(14 marks)**

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

Description	Marks
For each (2 x 1 mark)	
Identifies a 'more knowledgeable other' from the case study as per Vygotsky's theory of sociocultural development	1
Total	2
Answers could include:	

- Ms VanRensburg or teacher
- parent helper/s
- Mrs Naik or education assistant
- a student peer who has more knowledge/skill.

Accept other relevant answers.

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

Description	Marks
Definition	
Defines scaffolding	2
States a fact about scaffolding	1
Subtotal	2
For each example (2 x 3 marks)	
Explains using an example from the case study a way that scaffolding encourages language and cognitive development	3
Describes using an example from the case study a way that scaffolding encourages language and cognitive development	2
Identifies using an example from the case study a way that scaffolding encourages language and cognitive development	1
Subtotal	6
Total	8

Answers could include:

Definition:
- when a more knowledgeable other provides support for a learner/child when performing a task. They will adjust the amount of support they give depending on the learner's progress. The progression of different levels of support is scaffolding.

Examples:
- more knowledgeable others (MKO) encourage students to use new vocabulary in structured activities and in the garden. Discussions through play and structured activities allow the words to be become part on their new vocabulary
- encouraging students to use them in their own speech quickly enriches vocabulary and syntax
- modelling the use of words by MKO. If the MKO is using the correct pronunciation of the word and using it in sentences and in context. When the MKO questions students to identify a vegetable, the structure of the questioning is important, such as giving adequate response time, knowing when to wait and ask another question, asking open ended questions and encouraging students to discuss with each other

- the teacher writes the sensory words down on the white board. This reinforces new sensory vocabulary around vegetables. Even though most students may not be able to read the words it reinforces the use of letters and how words are constructed. The verbal reinforcement by the teacher as she writes the vegetables and sensory words on the board is important. This encourages further language acquisition
- the taste-tasting of the vegetable reinforces a memory and association with a certain vegetable. This is a very interactive activity which allows for further discussions. When a student uses their senses, a memory is created and these forms building blocks in the brain (cognitive development). The reinforcement of the keywords by the MKOs is also key.

Accept other relevant answers.

Question 12 (continued)

(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)

Description	Marks
Examines how language development is encouraged in the case study with reference to the process and key concepts of the zone of proximal development	4
Explains how language development is encouraged in the case study with reference to the process and key concepts of the zone of proximal development	3
Describes how language development is encouraged in the case study with reference to the process and key concepts of the zone of proximal development	2
States how language development is encouraged in the case study with reference to the process and key concepts of the zone of proximal development	1
Total	**4**

Answers could include:

According to Vygotsky this is 'What is not known' by the students. Children are not eating enough vegetables these days and this lack of recognition could be due to this factor or many other reasons. If the students are not immersed in the vocabulary of vegetables in their everyday life, then MKOs in the pre-primary classroom use scaffolding to improve their language acquisition and cognitive development in this area. They need guidance and encouragement from a more knowledgeable others according to Vygotsky.

To improve their vocabulary and pronunciation around of vegetables the teacher has developed three activities. Students are moved through the zone of proximal development (ZPD) by completing these activities. The ZPD is defined as the space between what a learner can do without assistance and what a learner can do with the assistance of more knowledgeable others.

According to Vygotsky 'What is known' is the last stage of the zone of proximal development. After reinforcing the 10 vegetables around the three activities, the teacher tests the children on how much they know in a fun and interactive way. The children have increased their recognition, pronunciation, and language around vegetables with the assistance of the MKO's, scaffolding and social interactions. The children achieved an average of 7/10 recognition (cognitive development) and correct pronunciation of the vegetables (language development).

The cognitive and language gap has been closed significantly between what the students knew at the beginning of the class work and what they knew at the end. They have moved through the zone of proximal development with scaffolding, social interaction, and support from the MKOs. As a result of moving through the ZPD, students use more vegetable terminology in their everyday speech and can pronounce the words correctly.

Accept other relevant answers.

Question 13 **(19 marks)**

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

Description	Marks
For each skill (3 x 3 marks)	
Explains the self-management skill that can assist Pierre to build positive relationships with her colleagues	3
Describes the self-management skill that can assist Pierre to build positive relationships with her colleagues	2
States the self-management skill that can assist Pierre to build positive relationships with her colleagues	1
Total	**9**

Answers could include:

Manage time
Time management allows you the ability to control how you use your time. It is about balancing what needs to be done, working out how and the time it will take to complete your work. As a worker alongside colleagues, it is important to prioritise, be clear about individual roles and ensure deadlines are met. This allows for an effective workplace and allows for Pierre to be on top of his own work and empower others to do the same.

Flexibility
Being able to adjust and problem solve to unexpected situations in a quick and calm manner demonstrates to colleagues many benefits, such as reduced stress. Being able to identify when other colleagues need assistance is just one way to ensure a collaborative working environment in an ever-changing workplace. Having the flexibility to understand that he may have to work alongside people he has never worked with allows Pierre to learn new and differing values.

Commitment
Determination to complete jobs that he has started demonstrates a commitment that is an important part of any workplace. Even when there are setbacks or problems, persevering and working through the problems, with the help of co-workers if required shows a reliable and hard-working ethic.

Goal setting
Setting goals means looking at what must be done and the best way Pierre can achieve the outcome. Being able to set his goals in an achievable and realistic timeframe will ensure he and his co-workers are successfully coming together to achieve the goal. When a worker is establishing the goals, it is important to be honest and realistic, as the aim is to achieve the best.

Accept other relevant answers.

Question 13 (continued)

(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)

Description	Marks
For each skill (2 x 3 marks)	
Explains a conflict resolution skill that Pierre could apply to resolve a conflict with a colleague in a positive and successful manner	3
Describes a conflict resolution skill that Pierre could apply to resolve a conflict with a colleague in a positive and successful manner	2
States a conflict resolution skill that Pierre could apply to resolve a conflict with a colleague in a positive and successful manner	1
Total	**6**
Answers could include: Assertive communication and active listening When working with other colleagues there will inevitable conflicts and differing opinions will occur, however it's how Pierre builds a connection with others that will help to accomplish a common goal. When working as part of a team, building on others' strengths will have a positive outcome when managing possible conflicts. Ensuring all workers are actively listening and understand their responsibilities and are able to communicate with each member assertively, ensuring your message is direct while still respecting others opinions. Compromising Understanding basic social skills can assist in establishing a supportive work environment. Coming together as a team prior to setting goals allows all colleagues to brainstorm and support each other through positive encouragement. Remember to demonstrate respect by being courteous, use appropriate language to talk with colleagues and never use negative words or behaviours towards each other. Take responsibility and be willing to compromise when necessary, will ensure a work environment that all will feel valued and respected by each other.	
Accept other relevant answers.	

(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)

Description	Marks
For each strategy (2 x 2 marks)	
Describes a self-management strategy Pierre can use when interacting with a parent about a positive outcome that has been achieved by their child	2
States a self-management strategy Pierre can use when interacting with a parent about a positive outcome that has been achieved by their child	1
Total	**4**
Answers could include: Face to Face meeting When meeting with a parent it is important that Pierre gives the meeting his undivided attention and has organised a meeting place that will not have any distractions or interruptions. Demonstrate that he is listening by using eye contact, reaffirming what they are saying by using paraphrasing words to clarify that he has understood them. Providing a portfolio of work Through showing a parent the child's achievement through their work samples a parent is able to reflect on the child's progress in a positive manner. Provide feedback via email, letters or in person When providing feedback ensure it is in a polite and constructive manner that will allow the parent to feel confident with the care their child is receiving. This may also help Pierre and the parent build a meaningful relationship which will benefit the child. Effective communication When speaking with parents it is important to be respectful and warm. Ensure Pierre listens and stays positive when working alongside parents and always use appropriate tone and volume when speaking in person or on the phone. Positive body language It is important to have open and positive body language when interacting with parents as they can become emotional when speaking about their child. Parents are invested in their child's welfare and allow them to contribute in a meaningful way, to come up with a solution to suit everyone.	
Accept other relevant answers.	

Question 14 (20 marks)

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

Description	Marks
For each principle (2 x 4 marks)	
Analyses the principle in relation to community development	4
Explains the principle in relation to community development	3
Describes the principle in relation to community development	2
States a fact about the principle in relation to community development	1
Total	**8**
Answers could include: The principles of sustainability and diversity are both equally important regarding community development. They have many aspects that are quite similar and overlap in many areas, including people, planet, and profit. Sustainability For copyright reasons this text cannot be reproduced in the online version of this document • sustainable communities respect the environmental systems that support them. They protect and restore the natural environmental and promote infrastructure, transport and buildings that reduce their ecological footprint • sustainable communities promote environmentally efficient systems for water and waste management and reuse, sustainable energy generation and distribution, and waste recycling • a sustainable community is the one that looks at the future, is liveable, resilient, diverse, adaptable, and strives for a lower carbon and ecological footprint. Diversity • diversity is defined as having a range of people with various racial, ethnic, socioeconomic, and cultural backgrounds and various lifestyles, experience, and interests. Having a variety of individuals and points of view represented in the community • communities should provide a diverse array of dwellings, buildings and facilities that reflect their broad socioeconomic needs. They should also provide access to local services such as transport, food, health, and conveniences • diverse and inclusive environments for all ages, abilities, cultures, and socio-economic backgrounds of the community should be provided in a sustainable community • the built environment should be diverse with the capacity to adapt to changing community and individual needs and to expectations, whether influenced by the economy, environment, culture, or other life circumstances • creating opportunities for a diversity of uses and activities will enable communities to meet future challenges • creating diverse employment opportunities that meet the needs of local and regional communities and facilitating access to them, communities will increase the production and procurement of local goods and services.	
Accept other relevant answers.	

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

Description	Marks
For each support system (2 x 1 mark)	
Lists a community support system	1
Total	2
Answers could include: Sustainability • Containers for change • Sustainable Communities and Waste Hub • 3 bin waste management – Residential general waste, Co-mingled recycling, Food Organics, Garden Organics (FOGO) system. Diversity • diversity community support system through the National Disability Insurance Scheme (NDIS) • health care system • welfare system • childcare system • Australia's migration systems • family court system.	
Accept other relevant answers.	

Question 14 (continued)

(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)

Description	Marks
Evaluates the impact of a government policy on the provision of community support systems	4
Explains the impact of a government policy on the provision of community support systems	3
Describes the impact of a government policy on the provision of community support systems	2
Identifies the impact of a government policy on the provision of community support systems	1
Total	**4**

Answers could include:

Childcare System
The Australian Government developed a policy to make childcare affordable through the rebate program. They also developed the Working with Children Act, which accommodates the increase in working parents either from single parent families or where both parents need or choose to work. This strengthens the economy allowing children to be looked after in a safe environment while their parents can return to the workforce.

Family Court system
Through the child protection policy, the Australian Government has developed affordable family mediation services to assist with marriage breakdown. Families are required to access these before asking for the Family Court to make rulings over property and children. This allows for a child first approach that is accessible for all families regardless of economic status.

NDIS system
Is a government scheme that provides funding to eligible people with disability to gain more time with family and friends, greater independence, access to new skills, jobs, or volunteering in their community, and an improved quality of life. It connects anyone with a disability to services in their community, including doctors, community groups, sporting clubs, support groups, libraries, and schools, as well as providing information about what support is provided by each state and territory government. The Australian Federation of Disability Organisation provides a national policy program which advocates systemically to break down the barriers of inequity and injustice that Australians with disability face each day.

Environmental management system
3 bin waste management – Residential general waste, Co-mingled recycling, Food Organics, Garden Organics (FOGO) system is part of the environmental and management policy from local governments. It is an initiative that encourages and assists people and businesses in Western Australia to recycle, reduce their waste and live more sustainably. This is protecting the earth for future generations.

Accept other relevant answers.

(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)

Description	Marks
For each (3 x 2 marks)	
Describes an influence of the changing societal attitudes or values	2
Identifies an influence of the changing societal attitudes or values	1
Total	**6**

Answers could include:

Development
- society values and supports different family structures, with an increase in the amount of single parent families the Australian Government developed affordable childcare systems including after school hours to accommodate the family's needs. They have also developed the working with children act the ensure children are safe when they are in childcare, school or other environments where people are working with children
- society values the ability to choose to stay or leave a marriage which is evident from the 'no fault divorce' as part of the *Family Law Act 1975*. The Australian Government also developed affordable family mediation services to assist with marriage breakdown. Families are required to access these before asking for the Family Court to make rulings over property and children
- with an increase in the damages of climate change society value creating sustainable patterns of living, therefore the government introduced initiatives to combat damages to the environment including waste management programs such as containers for change and the 3 FOGO system.

Management
- the Australian Government has created policy to fund and manage the use of after school hours care centres due to the increase in parents working long hours and mothers returning to work. This includes financial assistance being available to families through the family tax benefit and childcare benefits, but this is closely monitored for eligibility and is means tested
- the Australian Government has introduced legislation that requires those working with children to be suitable individuals, i.e., Working With Children Check endeavours to keep children safe when in care outside the home. This process is managed by a government agency
- the government developed the *Environmental Protection Act* that prevents and controls pollution and harm to the environment for the conservation, protection, preservation, and management of the environment.

Use
- the use of childcare facilities including after school hours care has increased as more women return to the workforce or work longer hours due to society's change in attitudes towards working mothers. Families are eligible for financial assistance from the government which makes it accessible for more families
- mediation services like Relationships Australia are being used more due to statutory requirement and benefits families can see in settling out of court. Mediation through Relationships Australia has minimal charge when compared to lawyers also encourages its use
- the use of recycling facilities has increased through the containers for change system where people can receive money for recycling eligible containers. It has also created more job opportunities for people strengthening the workforce whilst protecting the planet.

Accept other relevant answers.

Question 15 **(19 marks)**

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

Description	Marks
For each goal (3 x 3 marks)	
Explains how the rights of children are protected in Australia or globally in relation to the development goal	3
Describes how the rights of children are protected in Australia or globally in relation to the development goal	2
States a fact about how the rights of children are protected in Australia or globally in relation to the development goal	1
Total	**9**

Answers could include:

Reduce inequality
The Australian government provides financial assistance for low-income families to assist children, including childcare subsidy and income support through job seeker and youth support to ensure families can provide for their children.

The United Nations sets out the right of children in a framework known as rights of the child. The articles aim to address disadvantage and support vulnerable families. UNICEF also aim to reduce inequalities through helping children in refugee camps advocating for the rights of children in war zones.

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Provide quality education
In Australia, education is compulsory for all children and provided free for public schools. The government also provides funding for disadvantaged students to ensure that everyone has access to quality education.

Globally the United Nations promotes access to education through the development goals where countries work together and are committed to ensuring children have access to quality education and learning opportunities.

Encourage good health and wellbeing
In Australia the government provides access to healthcare through the public health system known as Medicare. It also supports vaccination programs and health campaigns to improve children's health and wellbeing.

The United Nations is committed to improving children's health and wellbeing through its goals which targets reducing child mortality, improving maternal health and preventing the spread of diseases such as Covid 19. They are also committed through Article 27 of the rights of the child.

Accept other relevant answers.

Question 15 (continued)

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

Description	Marks
For each protection (2 x 5 marks)	
Identifies how children are protected in Australia and discusses how this has been incorporated into government polices	5
Identifies how children are protected in Australia and explains how this has been incorporated into Australia's government polices	4
Identifies how children are protected in Australia and describes how this has been incorporated into Australia's government polices	3
Identifies how children are protected in Australia and outlines how this has been incorporated into Australia's government polices	2
Identifies how children are protected in Australia	1
Total	**10**

Answers could include:

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Working with Children Act 2004 is a requirement that all people who will be interacting or working with children must have a working with children check. It helps protect children from physical and sexual harm by preventing people gaining employment or volunteering positions that may pose a risk to children.

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Children and Community Services Act 1984
The principal legislation governing the care and protection of children in WA. The Act is administered by the government departments responsible for the welfare of support for all communities. The purpose outlined in the Act seeks to promote the wellbeing of children, other individuals, families, and communities and to acknowledge the important role of parents, families and communities in safeguarding and promoting the wellbeing of children and aims to encourage and support parents in their role as caregivers.

Mandatory reporting
In Australia the legislation for teachers, doctors, nurses, police, psychologists, boarding supervisors, and midwives who when working with children are required to be extra vigilant. It is a legal responsibility of these professionals to report a belief on any reasonable grounds that a child is subjected to, or has been subjected to any form of sexual, physical, emotional abuse or neglect and exposure to family violence. Mandatory reporting reinforces the whole community responsibility to protect the rights of the child.

Family Court Act 1975
'Focuses on the rights of children and the responsibilities that each parent has towards their children, rather than on parental rights. The Act aims to ensure that children can

enjoy a meaningful relationship with each of their parents and are protected from harm'. The best interest of the child is always at the foremost of welfare agencies and ensuring that when a marriage or relationship ends that all parenting, property, and custody decisions always put the child's best interest first.

Accept other relevant answers.

Question 16 **(22 marks)**

(a) With reference to Figure 2, identify a product, service and system developed for individuals, families and communities. (3 marks)

Description	Marks
For each (3 x 1 mark)	
Identifies a product/service/system developed for individuals, families, and communities	1
Total	**3**
Answers could include: Product • mobile phone • laptop • walking frame • smart watch • board games • PlayStation. Service • Relationships Australia. • Silver Chain. • Reach Out. • Beyond Blue. System • health care system including Medicare. • transport system. • welfare system including Centrelink. • aged care system.	
Accept other relevant answers.	

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

(4 marks)

Description	Marks
Social feature	
Describes the social feature of the product identified	2
Identifies a social feature of the product identified	1
Subtotal	**2**
Ethical feature	
Describes the ethical feature of the product identified	2
Identifies an ethical feature of the product identified	1
Subtotal	**2**
Total	**4**
Answers could include: Product: laptop Social • conduct your business through online meetings, skype, teams etc. • connect with people and information from all over the world through the internet. Ethical • reduces the need to print documents on paper which can reduce the amount deforestation • the use of a laptop should be cyber safe to protect the person using it • laptops use significantly less energy than desktop computers due to having fewer components.	
Accept other relevant answers.	

Question 16 (continued)

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

Description	Marks
Environmental feature	
Describes the environmental feature of the service identified	2
Identifies an environmental feature of the service	1
Subtotal	2
Economic feature	
Describes the economic feature of the service	2
Identifies an economic feature of the service	1
Subtotal	2
Total	4
Answers could include: Service: Silver Chain Environmental • allows access to the service from your home encouraging independence • the service considers all aspects of the triple bottom line ensuring it will be sustainable for future generations • the palliative care service is focused on creating a comfortable, respectful environment that provides support and compassion for patients and their families during a difficult time • Silver Chain staff cars used for patient care are hybrid vehicles which is fossil fuel efficient and therefore low carbon emissions that take advantage of renewable energy. Economic • Government funding is provided for eligible people to access the service • the allocation of almost $18 billion towards aged care in the 2021–22 Federal Budget is a 'solid' first step towards delivering the seismic shift required to ensure Australians get the care they need, particularly in their own homes • recognising the disparities Aboriginal and Torres Strait Islander People face in health, wellbeing, social and economic equality within Australia, and know that they must work in partnership with them to make real change.	
Accept other relevant answers.	

(d)   Analyse the political features of the system identified in part (a).   (5 marks)

Description	Marks
Analyses the political features of the system	5
Explains the political features of the system	4
Describes the political features of the system	3
Outlines the political features of the system	2
States a fact about the political features of the system	1
Total	**5**

Answers could include:

System: Health care

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The government is responsible for the following aspects of the health care system:
• Medicare Benefits Schedule (MBS)
• Pharmaceutical Benefits Schedule (PBS)
• supporting and regulating private health insurance
• supporting and monitoring the quality, effectiveness, and efficiency of primary health care services
• subsidising aged care services, such as residential care and home care, and regulating the aged care sector
• collecting and publishing health and welfare information and statistics through the Australian Institute of Health and Welfare
• funding for health and medical research through the Medical Research Future Fund and the National Health and Medical Research Council
• funding veterans' health care through the Department of Veterans' Affairs.
• funding community controlled Aboriginal and Torres Strait Islander primary healthcare organisations
• maintaining the number of doctors in Australia (through Commonwealth-funded university places) and ensuring they are distributed equitably across the country.
• buying vaccines for the national immunisation program
• regulating medicines and medical devices through the Therapeutic Goods Administration (TGA)
• subsidising hearing services
• coordinating access to organ and tissue transplants
• ensuring a secure supply of safe and affordable blood products
• coordinating national responses to health emergencies, including pandemics
• ensuring a safe food supply in Australia and New Zealand
• protecting the community and the environment from radiation through nuclear safety research, policy, and regulation.

Question 16 (continued)

State, territory, and local government responsibilities • managing and administering public hospitals • delivering preventive services, such as breast cancer screening and immunisation programs • funding and managing community and mental health services • public dental clinics • ambulance and emergency services • patient transport and subsidy schemes • food safety and handling regulation • regulating, inspecting, licensing, and monitoring health premises.
Accept other relevant answers.

(e) Explain the relevance of cultural factors, when developing and evaluating either a system or service identified in part (a). (6 marks)

Description	Marks
Developing	
Explains the relevance of the cultural factors when developing a system or service	3
Describes the relevance of the cultural factors when developing a system or service	2
Identifies the relevance of the cultural factors when developing a system or service	1
Subtotal	**3**
Evaluating	
Explains the relevance of the cultural factors when evaluating either a system or service	3
Describes the relevance of the cultural factors when evaluating either a system or service	2
Identifies the relevance of the cultural factors when evaluating either a system or service	1
Subtotal	**3**
Total	**6**

Answers could include:

Developing a system or service
- the relevance of the cultural factors when developing the family court system includes ensuring that the cultural needs of all people are adequately considered so that no matter the cultural background of individuals, they will be able to use the system
- Religious practices must be respected by the Silver Chain service and accommodated, e.g. through special cultural dietary requests being met or places to worship. Many patients avoid hospital stays, if they could not practise their religion and Silver Chain offers at home programs
- information about the Relationships Australia service such as pamphlets and posters need to be available in a variety of languages and an interpreter service or interpretation by a friend or family member should be provided. There could be miscommunication, if information is not understood and therefore not observed by non-English speaking people.

Evaluating a system or service
- reflect on what is working well in the Silver Chain service and what could be improved. This could be done through patient surveys to gather feedback. Silver Chain is constantly evaluating the effectiveness of their services so they can be improved and creates new models of care through the evaluation and translation of new knowledge; developing and testing new products, services, and technologies; and conducting academic research ensuring they are catering for all cultures equally

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Accept other relevant answers.

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

Question 17   **(25 marks)**

(a)   Describe the aim and impact of the **three** sustainable development goals.   (6 marks)

Description	Marks
For each goal (3 x 2 marks)	
Describes the aim and impact of the sustainable development goal	2
Identifies the aim and impact of the sustainable development goal	1
Total	**6**

Answers could include:

Goal 3: Good Health and Well-being
Ensure healthy lives and promote wellbeing for all at all ages:

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Goal 4: Quality Education
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all:
- Aim
  To provide quality education and lifelong learning opportunities for all as they are central to ensuring a full and productive life to all individuals and to the realisation of sustainable development.

- Impact
  There has been a significant increase in school enrolments, however, millions of children remain out of school, especially where educational systems struggle to keep up with population growth. Countries of particular concern in this area are sub-Saharan Africa and Southern Asia.

Goal 8: Decent Work and Economic Growth
Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all:

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Accept other relevant answers.

(b) Using **one** of the sustainable development goals identified in part (a), explain a global issue that requires communities to advocate for. (3 marks)

Description	Marks
Explains a global issue that requires communities to advocate for	3
Describes a global issue that requires communities to advocate for	2
Identifies a global issue that requires communities to advocate for, without reference to Figures 3.1 to 3.4	1
Total	**3**

Answers could include:

Goal 3.
Good Health and Well-being - ensure healthy lives and promote well-being for all at all ages

Universal healthcare is a global issue that requires people to advocate for as it refers to a system that provides quality healthcare services to all individuals, regardless of their socioeconomic status, geographic location or other factors. It aims to ensure that everyone has access to essential health services, including preventative, curative, rehabilitative, and palliative care, without facing financial hardship.

Advocating for universal health care is essential to address health inequalities and guarantee that everyone has an equal opportunity to lead a healthy life. It promotes social justice by eliminating barriers based on income, gender, race, or any other form of discrimination. When individuals have access to timely and affordable healthcare services, diseases can be detected and treated early, preventing the progression of illnesses and reducing the burden on the health care system. Advocacy for universal health care helps to promote a healthier population overall.

Goal 4.
Quality Education – ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Quality education is important to advocate for because it aims to ensure that every individual has access to a high-quality education that promotes lifelong learning opportunities, fosters critical thinking, and prepares individuals for meaningful participation in society. It involves ensuring that education is accessible to all individuals, regardless of their gender, socioeconomic background, ethnicity, disability, or geographic location. It requires addressing barriers, such as poverty, discrimination, and lack of infrastructure that prevent marginalised groups from accessing education. Advocacy efforts can focus on promoting policies and programs that provide equal opportunities for all, reducing disparities and promoting educational equity.

Additionally, it goes beyond providing access to schooling and extends beyond formal schooling and embraces the concept of lifelong learning and the importance of adult education, vocational training, and non-formal education programs that cater to the diverse learning needs of individuals throughout their lives. By advocating for lifelong learning opportunities, communities can foster personal development, enhance employability, and empower individuals to adapt to a rapidly changing world.

Accept other relevant answers.

Question 17 (continued)

(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)

Description	Marks
For each stage of the technology process (4 x 4 marks)	
Explains the development and implementation of an advocacy plan to reduce the impact of the issue, including an example	4
Describes the development and implementation of an advocacy plan to reduce the impact of the issue, including an example	3
States a fact about the development and implementation of an advocacy plan to reduce the impact of the issue, including an example	2
Identifies the development and implementation of an advocacy plan to reduce the impact of the issue, without reference to Figures 3.1 to 3.4	1
Total	**16**

Answers could include:

Stage 1: Investigate
Investigating is reviewing the need or issue in relation to the topic. This could include research using primary and secondary resources. Analyse the information to solve the issue. Research and accumulate information using many types of resources. Information must be meaningful and be in context. Clear idea of outcome and specifications

Example
'Step up again for our children!'
'Vaccines help the body create protective antibodies—proteins that help it fight off infections. By getting vaccinated, you can protect your child and also avoid spreading preventable diseases to other people in the community.'

Advocacy plan
An advocacy plan for immunisation of babies and children in the community would require an investigation of areas in the community that are particularly vulnerable. This would support the sustainable development goal 'Ensure healthy lives and promote wellbeing for all at all ages'. A community advocate model would be used for this situation. This could involve finding recent statistics on areas in the community that have low immunisation rates. The Health Department would be a key resource. Advertising promotional material would provide a key way to encourage and support parents to immunise their children and the reasons they need to return to immunising their children after the pandemic. Parents are the key audience to this message.

Stage 2: Devise
Devising is about ideas being generated and the preparation of a production proposal. Options can be explored in relation to the task requirements. Identifying priorities and limitations are essential such as budget and time constraints. Outcomes may be predicted, and use of resources collected from investigating the topic. Quality control is important and safety and ethical procedures could be a considered.

Example
Develop a prototype of the postcard and seek public opinion. The Facebook page will use the same colours, design and follow up with more detailed information. Happy and joyful images of parent/child interaction would at the centre of the postcard. Aboriginal communities and other cultures would be represented on cards as well. Culture sensitivities would also be considered. When is the best time to start the campaign?

Advocacy plan
Devise an advertising campaign as a letter drop and on Facebook to promote this key message. The advertising campaign would involve a letter drop to remind parents of these key messages. These key messages would also be reinforced to child health nurses in areas of concern. The message would be simple and delivered in postcard format with a link to a Facebook page. Resources such as money to produce the advertising materials would need to be considered. Consider colours, design for the postcard.

Stage 3: Produce/Implement
Produce/Implement- involves the idea being produced and modified and reworked. Production processes will take into consideration the investigating and devising section of the technology process. Does it involve safe and ethical procedures? Will it be implemented or produced in a timely fashion? Is the issue being considered? What other constraints need to be considered during the production process?

Example
Arrange and implement printing and letterbox drop especially in vulnerable communities. Arrange an IT expert to implement the Facebook page. Provide a balanced view on the Facebook page, so parents can make their own decision based on up-to-date knowledge. Deal with any issues that arise from the campaign. Be respectful of those people who do not share the same view, but provide information that is based on scientific evidence and research.

Advocacy plan
Produce the advertising material postcard style with the key message 'Step up again for our children' Set up the Facebook page with the same key messages. Use resources effectively to aim materials at more vulnerable communities.

Stage 4: Evaluate
Using a decision-making model, such as a Plus Minus and Interesting (PMI) evaluate the effectiveness of the campaign, including the successes and challenges and interesting factors that were encountered during the advocacy campaign. This would allow the person advocating to evaluate the effectiveness and strengthen the campaign for the future.

Example
Was the postcard delivery drop effective? Survey parents in vulnerable communities on whether they have heard of the campaign.
Did parent join the Facebook page and was there interest in the page?
Have the statistics for childhood immunisation improved a year after campaign?
Has the advocacy model been ethical in all procedures?

These key questions will need to be reflected upon in order to decide on future campaigns on immunisation of babies and children.

Advocacy plan
Criteria is established for evaluating the model, plan or idea. Has the problem been solved. Evaluation will determine if the design requirements have been matched and solutions obtained. What effect will it have on the context required?

Accept other relevant answers.

Question 18   **(25 marks)**

(a)   Explain **four** principles of the *Australian Human Rights Framework 2010* in the
         protection of Australian citizens.   (12 marks)

Description	Marks
For each principle (4 x 3 marks)	
Explains a principle of the *Australian Human Rights Framework 2010* in the protection of Australian citizens	3
Outlines a principle of the *Australian Human Rights Framework 2010* in the protection of Australian citizens	2
States a principle of the *Australian Human Rights Framework 2010* in the protection of Australian citizens	1
Total	**12**

Answers could include:

Reaffirm
Australians are renowned for everyone getting 'a fair go' and being given the chance
to participate and reach their potential. Australia has developed a framework to
protect and promote human rights in our country – Human Rights Framework. In our
everyday lives the practical ways that the human rights are seen start in our schools
by teaching our children respect.

Australia has developed laws and rules to protect our citizens against discrimination,
bullying and harassment. It is these laws and obligations that allow all Australians to
have equal opportunities and be treated with dignity and respect.

'The Government reaffirms its commitment to promoting awareness and
understanding of human rights in the Australian community and respecting the seven
core UN human rights treaties to which Australia is a party.'

Educate
In 2008, it was agreed, that all Australian schools educate their students to become
informed humans, who will be able to stand up for the rights of equality and justice.

All federal and state education departments were tasked with introducing and
implementing into all school curriculums 'appreciation of the local, state, national,
regional and global rights and responsibilities of citizenship and civic life'.

Engage
The Australian government is active in its engagement with the United Nations and its
long-standing obligation to Human Rights and ensuring Australian's reputation as
good global citizens. Australia has committed to the human rights protections by
ratifying, signing, legislating and announcing that Australia supports the rights of all its
citizens. In 1994, Australian became the first country to develop a National Action
Plan to promote and protect human rights. The government through this action plan
has committed to ongoing global human rights obligations and to ensure it expects
and achieves higher standards within our own community through the work within all
governments and working closely with our non-government organisations.

Protect
Australia knows the importance of protecting and ensuring our domestic laws comply with the global human rights obligations. The government has committed to a process of transparency, accountability and scrutiny of our laws to protect our human rights obligations and ensure the public confidence.

The Australian government is committed to developing a joint committee on human rights to ensure that all Australia's laws are compliant with our global obligations according to the core UN human rights. The government is developing legislation to ensure that all new Bills that are introduced into parliament will be compatible with the core UN human rights.

Respect
Australia is committed to ensuring all Australians live in a fairer and inclusive society and should be free to participate and free from any form of discrimination. Australia's citizens are protected and respected under anti-discrimination laws that prohibit any form of 'discrimination, harassment and bullying on a rage of grounds including their race, sex, disability and age'.

The principle of respect means that a person, group, organisation or government cannot interfere with the enjoyment of human rights, and it is the government's obligation to protect individuals and groups from human rights abuses.

Accept other relevant answers.

Question 18 (continued)

(b)   Discuss the purpose of the *Universal Declaration of Human Rights 1948*.   (4 marks)

Description	Marks
Discusses the purpose of the *Universal Declaration of Human Rights 1948*	4
Explains the purpose of the *Universal Declaration of Human Rights 1948*	3
Describes the purpose of the *Universal Declaration of Human Rights 1948*	2
States the purpose of the *Universal Declaration of Human Rights 1948*	1
Total	**4**
Answers could include: Purpose: • it is a declaration that almost all countries have signed to protect the Human rights of the world's citizens • the declaration outlines 30 basic human rights that belong to us and should not be taken from us • it is the first document globally that states, all humans are free and equal and protects humans from discrimination of any form • human rights have equal value, and human rights must be treated fairly and with the same importance • all humans rights are the same for men, women and children • all 30 articles of the declaration are equally important.	
Accept other relevant answers.	

(c)   Describe the principles of equity, diversity and human rights and provide an example for each to support your answer.   (9 marks)

Description	Marks
For each principle (3 x 3 marks)	
Describes the principle and provides an example	3
Outlines the principles and provides an example	2
States a fact about the principle or provides an example	1
Total	**9**

Answers could include:

Equity
• refs to the fair provision of resources to all individuals which represents impartiality
• equity recognises when there are differences and attempts to counteract the unequal opportunities and ensure people have what they need
• an example of equity from the Australian government is providing Health Care cards to low-income earners
• ensuring all public transport and facilities equitable access by having access ramps, elevators, and space for wheelchairs
• providing equal access to good quality health care with access for all to Medicare.

Diversity
• recognising the differences between people and groups of people and placing a positive value on all these differences
• demonstrating respect, tolerance and acceptance of all differences
• diversity should be appreciated and even encouraged to celebrate the uniqueness of individuals
• governments promote cultural, gender, religious and ability by developing and implementing discrimination acts
• governments actively encourage non-native English speakers to work as public servants to allow a diversity and access for non-English speaking communities and individuals
• the inclusive language used on all government information brochures flyers that can be accessed by many different language groups.

Human Rights
• human rights are the inherent right of all human beings no matter what nationality, place of residence, sex, national or ethnic origin or religion
• all human beings are equal and entitled to basic human rights without discrimination
• every human has universal rights, they cannot be taken away and they are of equal importance
• human rights are protected under the introduction and implementation of laws and acts within the Federal and State governments.
• *Family Law Act 1975* protects the child and underpins the best interests of the Child
• protection of children is the obligation of all and those working or interacting with children must have a Working with Children Check (police clearance).

Accept other relevant answers.

Question 19 (25 marks)

(a) Analyse an aim and an impact of the United Nations Sustainable Development Goal of sustainable cities and communities. (5 marks)

Description	Marks
Analyses an aim and an impact of the United Nations Sustainable Development Goal of sustainable cities and communities	5
Explains an aim and an impact of the United Nations Sustainable Development Goal of sustainable cities and communities	4
Describes an aim and an impact of the United Nations Sustainable Development Goal of sustainable cities and communities	3
Outlines an aim and/or an impact of the United Nations Sustainable Development Goal of sustainable cities and communities	2
Identifies a fact about an aim and/or an impact of the United Nations Sustainable Development Goal of sustainable cities and communities	1
Total	**5**

Answers could include:

Aim
Goal 11 is about making cities and human settlements inclusive, safe, resilient, and sustainable. Today, more than half the world's population live in cities. By 2050, an estimated 7 out of 10 people will likely live in urban areas. Cities are drivers of economic growth and contribute more than 80 per cent of global GDP.
However, they also account for more than 70 per cent of global greenhouse gas emissions. If well-planned and managed, urban development can be sustainable and can generate inclusive prosperity. The deep inequalities exposed by the COVID-19 pandemic and other cascading crises highlight the importance of sustainable urban development. Strengthening the preparedness and resilience of cities is crucial in responding to future crises.

Impact
• 11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums. The United Nations Human Settlements Programme (UN-Habitat) has been established to promote socially and environmentally sustainable towns and cities working to reducing inequality, discrimination and poverty. They work with 90 countries and helped improve 800,000 slum dwellers home security.

• 11.6 By 2030, reduce the adverse per capita environmental impact of cities, including paying special attention to air quality and municipal and other waste management. This has resulted in governments around the world regularly gathering at the climate change summit, to work together and set goals to increase renewable energy options, reduce waste and combat global warming.

It is doubtful some of the goals will be achieved due to availability of building materials, government inaction, continuing change of governments, skilled worker shortages and financial resources.

Accept other relevant answers.

(b)   Discuss the relationship between social cohesion and social systems and explain its
        impact on a sustainable society.   (9 marks)

Description	Marks
Relationship	
Discusses the relationship between social cohesion and social systems	6
Explains the relationship between social cohesion and social systems	5
Describes the relationship between social cohesion and social systems	4
Outlines the relationship between social cohesion and social systems	3
Makes a general statement about social cohesion and social systems	2
States a fact about either social cohesion or social systems	1
Subtotal	**6**
Impact	
Explains how the relationship can impact a sustainable society	3
Describes how the relationship can impact a sustainable society	2
Identifies how the relationship can impact a sustainable society	1
Subtotal	**3**
Total	**9**

Answers could include:

Social systems and social cohesion
• social cohesion is the glue or bond that brings society together. Most of society
  will follow the laws to avoid sanctions, which makes our society safer and a place
  where we want to be (feeling of belonging). Social cohesion is the willingness of
  members of a society to co-operate with each other to survive and prosper.
  Willingness to co-operate meaning they are free to form partnerships and have a
  reasonable chance of realising goals, because others are willing to cooperate and
  share the fruits of their endeavours equitably. Social cohesion contributes to a
  wide variety of social outcomes, such as health and prosperity

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Relationship between social systems and social cohesion
• social cohesion relies on strong social systems such as law and order
• social cohesion is more likely to be high when a variety of social systems are in
  place to support families and individuals, e.g. systems supporting families like
  Centrelink, adequate public health, and public transport
• social cohesion is more likely to be low when a lack of social systems exists,
  e.g. when crime is high in a particular area with a high number of people of a
  cultural group, it is often linked to a lack of social networks to support this group.

Question 19 (continued)

Impact on sustainable societies
• social cohesion is a prerequisite of a sustainable society. Sustainable societies need a balanced relationship between social inclusion and social cohesion • in socially cohesive communities, social systems for law and order like policing and the court system make the community sustainable in this respect. • efforts by a society to be more environmentally sustainable will be successful when the society displays social cohesion and hold a common goal for improved environmental spaces • social systems will be crucial to support change in this regard like recycling programs that people are prepared to support and implement effectively. When social cohesion in a society is poor, it will be important to identify social systems required to support people and improve social cohesion. For example, a community with a high rate of teenage crime may become more sustainable, with a lower crime rate, if facilities to engage youth and provide employment are in place For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the link in the acknowledgements page https://www.cram.com/flashcards/sustaining-the-earth-11th-edition-4738867. Then go to the sustainable society card.
Accept other relevant answers.

(c)   Explain **one** positive and **one** negative factor that influence social cohesion within an Australian community structure.   (6 marks)

Description	Marks
For each factor (2 x 3 marks)	
Explains a factor that influences social cohesion within a community structure in Australia	3
Outlines a factor that influences social cohesion within a community structure in Australia	2
Identifies a factor that influences social cohesion within a community structure in Australia	1
Total	**6**

Answers could include:

Community structures can be based on lots of different features including socio-economic status, location, employment, family structures, culture, religion, political views and community groups.

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Positive factors

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- when society has common political, economic and social values and beliefs social cohesion can occur.

Negative factors

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- conflict can also negatively impact social cohesion as they form violent and destructive societies.

Accept other relevant answers.

Question 19 (continued)

(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)

Description	Marks
Analyses the relationship between social justice, political and legal issues, that relate to families, to maintain sustainable cities and communities	5
Discusses the relationship between social justice, political and legal issues, that relate to families, to maintain sustainable cities and communities	4
Explains the relationship between social justice, political and legal issues, that relate to families, to maintain sustainable cities and communities	3
Outlines the relationship between social justice, political and legal issues, that relate to families, to maintain sustainable cities and communities	2
States a fact about the relationship between social justice, political and legal issues, that relate to families, to maintain sustainable cities and communities	1
Total	**5**

Answers could include:

To accommodate the world's growing population, society needs to build modern and sustainable cities. For society to survive and prosper it needs, intelligent urban planning that creates safe, affordable and resilient cities with green and culturally inspiring living conditions.

Social justice is achieved through equal economic, political and social rights and opportunities. It is evident when families have opportunities to maximise their health and happiness across the life span. Social justice is therefore depending on the character of society in terms of its political and legal issues. For example, the laws in Australia around same sex couples getting married have recently changed to create a more equal society.

Additionally, during the pandemic the government had to change laws to ensure public health and safety was maintained while also considering the impact on the economy. New government funding was provided for small businesses and people who could not work to maintain social justice. Mandatory masks, isolation periods and immunisation requirements were put into place to maintain public health and safety which in turn also created social justice.

Accept other relevant answers.

Question 16(e)   Dot point 4 from: Silver Chain Group Ltd. (2021). *Annual Report 2020/21*. Retrieved September, 2023, from https://www.silverchain. org.au/getmedia/bc96f853-6cc8-4a1c-ba74-19c9dcd5beed/2021-Annual-Report.pdf

Dot point 5 adapted from: Jessup, E. (2020). Chapter 11 Evaluating Healthcare Systems and Services. In Martin Gulliford, and Edmund Jessop (Eds), *Healthcare Public Health: Improving Health Services Through Population Science* (pp. 119–C11.P90). Oxford Academic. (Oxford, 2020; online edn). Retrieved September, 2023, from https:// academic.oup.com/book/33746/chapter-abstract/288408518? redirectedFrom=fulltext)

Question 17(a)   Dot points 1–2 adapted from: Sustainable Development Goal 3. (2023, August 17). *In Wikipedia*. Retrieved September, 2023, from https://en. wikipedia.org/w/index.php?title=Sustainable_Development_Goal_3&oldid =1170796454

Dot points 3–4 adapted from: United Nations. (2017). *The Sustainable Development Goals Report 2017*. Retrieved September, 2023, from https://unstats.un.org/sdgs/files/report/2017/TheSustainable DevelopmentGoalsReport2017.pdf

Dot points 5–6 adapted from: Monash University. (n.d.). *Goal 8: Decent Work and Economic Growth*. Retrieved September, 2023, from https://www.monash.edu/msdi/_archive/sustainable-development-archive-page/sdg-guide/decent-work

Question 17(c)   Paragraph 2 adapted from: Centers for Disease Control and Prevention. (2022). *5 Reasons It Is Important for Adults to Get Vaccinated*. Retrieved September, 2023, from https://www.cdc.gov/ vaccines/adults/reasons-to-vaccinate.html

Question 18(a)   Paragraph 3 from: Attorney-General's Department. (2010). *Australia's Human Rights Framework*. Retrieved September, 2023, from https://nswbar.asn.au/circulars/2010/april/hr.pdf

Paragraph 1–2 & 4–10 adapted from: Attorney-General's Department. (2010). *Australia's Human Rights Framework*. Retrieved September, 2023, from https://nswbar.asn.au/circulars/2010/april/hr.pdf

Question 19(a)   United Nations. (n.d.). *Goal 11: Make Cities Inclusive, Safe, Resilient and Sustainable*. Retrieved October, 2023, from https://www.un.org/ sustainabledevelopment/cities/?scrlybrkr=46fc9851

Question 19(b)   Dot point 1 adapted from: Stanley, D. (2003). What do we Know About Social Cohesion: the Research Perspective of the Federal Government's Social Cohesion Research Network (1). *Canadian Journal of Sociology, vol. 28*(1), pp. 5+. Retrieved October, 2023, from https://go.gale.com/ps/i.do?p=AONE&u=anon~8c215131&id=GALE|A100 074242&v=2.1&it=r&sid=googleScholar&asid=68995c56

Dot point 2 adapted from: Social System. (2023, June 23). In *Wikipedia*. Retrieved October, 2023, from https://en.wikipedia.org/ w/index.php?title=Social_system&oldid=1161498520

Dot point 10 adapted from: *Sustaining The Earth, 11Th Edition* (Sustainable Society). (n.d.). Retrieved October, 2023, from https://www.cram.com/flashcards/sustaining-the-earth-11th-edition-4738867

Question 19(c)   Sentence 2 in paragraph 1, dot points 1 & 3 adapted from: United Nations Development Program. (2015). *Social Cohesion Framework: Social Cohesion for Stronger Communities*. Retrieved October, 2023, from https://www.sfcg.org/wp-content/uploads/2017/02/SC2_ Framework-copy.pdf

Question 19(d)   Paragraph 1 adapted from: The Global Goals. (n.d.). *11: Sustainable Cities and Communities*. Retrieved October, 2023, from https:// globalgoals.tw/en/11-sustainable-cities-and-communities
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