



ATAR course examination, 2017

Question/Answer booklet

CHILDREN, FAMILY AND THE COMMUNITY

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: 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	7	7	90	89	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 2017*. 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.

Section Two: Answer all questions in this Question/Answer booklet.

Section Three: Answer two questions from a choice of three. Write your answers in this Question/Answer booklet.

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 the use of planning/continuing your answer to a question have been 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. 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. Goal 1 of the United Nations *2000–2015 Millennium Development Goals* was to 'Eradicate extreme poverty and hunger' and now
 - (a) universally, children have access to nutritious meals daily, thanks to expansion of the Food Bank program.
 - (b) developed countries are taking responsibility for addressing poverty and hunger in developing countries.
 - (c) the incidences of poverty and hunger are relatively similar in all regions of the world.
 - (d) the number of people living in extreme poverty in the world has halved, with most progress since 2000.

2. Self-management skills essential to efficient group work include
 - (a) communication and teamwork.
 - (b) reflection and time management.
 - (c) reflection and leadership.
 - (d) resource management and teamwork.

3. When a day care centre applies Triple Bottom Line theory in an attempt to improve its overall operation, aspects to consider will include
 - (a) the interrelationship of social, environmental and technological factors.
 - (b) the dominance of social, technological and political factors.
 - (c) the interrelationship of environmental, technological and cultural factors.
 - (d) achieving a balance between social, environmental and economic factors.

4. The purpose of the *Universal Declaration of Human Rights 1948* was to
 - (a) force governments to address issues of human rights in their own countries.
 - (b) provide a universal set of enforceable laws addressing human rights.
 - (c) identify the fundamental rights of all people including the right to life.
 - (d) improve human rights worldwide through education.

See next page

5. The process of enabling individuals to think, take action, behave or make decisions for themselves is called
- (a) delegation.
 - (b) representation.
 - (c) empowerment.
 - (d) authorisation.
6. In the Preoperational Stage of Piaget's theory of cognitive development, children are egocentric, meaning that they
- (a) believe that others share their view of the world.
 - (b) display a lack of compassion and feeling for others.
 - (c) display poor self-image and concept.
 - (d) believe that the world is a just place.
7. Changing societal attitudes and values includes showing greater cultural sensitivity. How could a school influence this?
- (a) Encourage children to play with children of their own culture.
 - (b) Understand and promote a range of cultural and religious activities.
 - (c) Play games and read stories in English.
 - (d) Make sure most children understand instructions for activities.
8. A political factor that influences the growth and development of population groups in Australia is
- (a) federal and state laws.
 - (b) non-government organisations.
 - (c) community sustainability practices.
 - (d) the support of church groups.
9. When developing and evaluating a service to assist migrant families, the **most** significant functional factor to consider is
- (a) showing empathy.
 - (b) demonstrating sustainable practices.
 - (c) making resources available in a variety of languages.
 - (d) promoting social cohesion and diversity.
10. A responsibility of all participants in a community partnership is to
- (a) protect the safety of all participants in the partnership.
 - (b) ensure all participants agree when making major decisions.
 - (c) share contact details between all members of the partnership.
 - (d) elect competent leaders for the partnership.

End of Section One

See next page

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See next page

Section Two: Short answer

50% (89 Marks)

This section has **seven (7)** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for the use of planning/continuing your answer to a question have been 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.

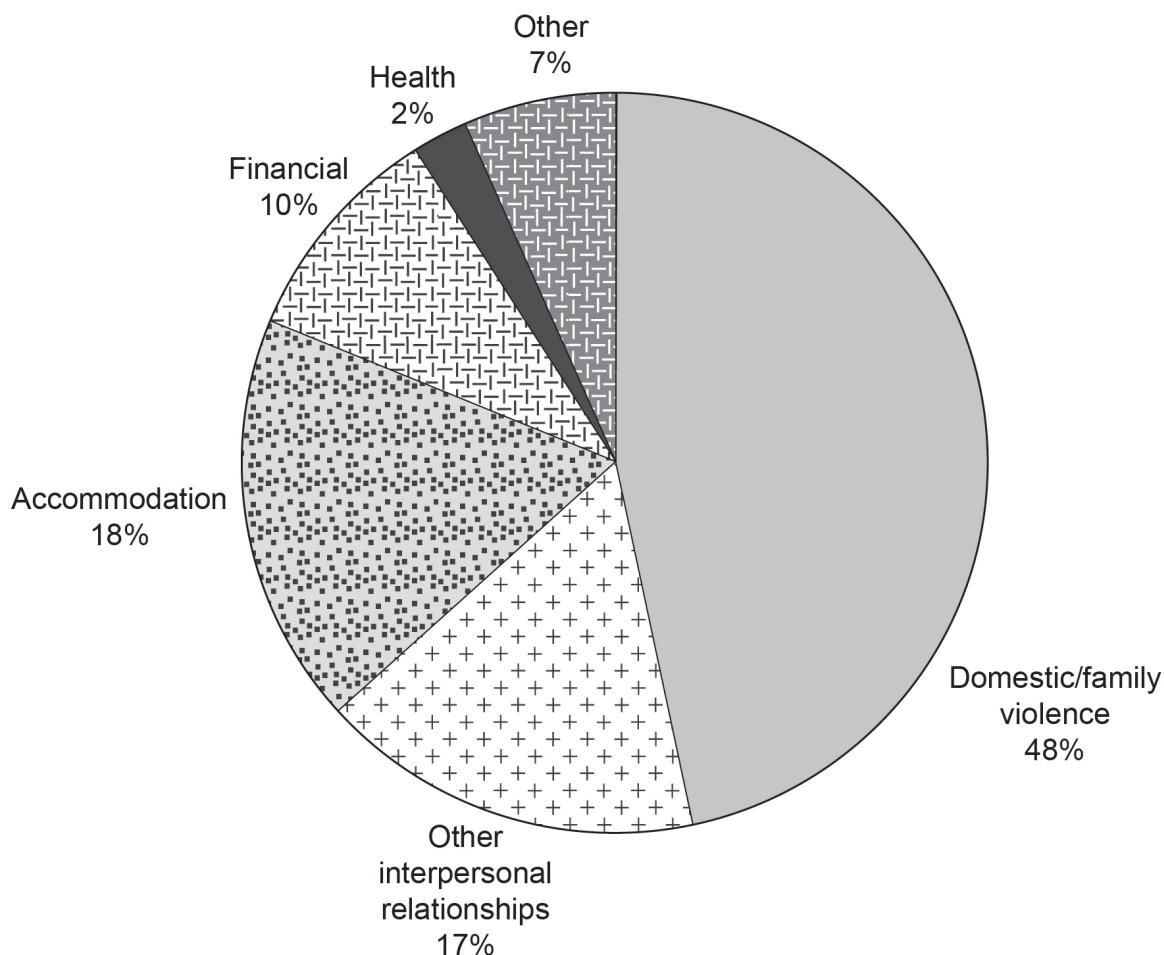
Suggested working time: 90 minutes.

Question 11

(12 marks)

The following edited pie chart from 'Domestic Violence in Australia: An Overview of the issues' shows the major reasons for women with children seeking assistance in 2011.

Women with children: main reason for seeking assistance



See next page

- (a) Discuss **two** social factors indicated by the chart that impact the growth and development of women with children seeking assistance. (6 marks)

- (b) Discuss **two** economic factors indicated by the chart that impact the growth and development of women with children seeking assistance. (6 marks)

Question 12

(18 marks)

- (a) A major principle of community development is addressing disadvantage. With reference to a local, national or overseas community, discuss **two** examples of how this may be achieved. (4 marks)

Name of community: _____ (0 marks)

- (b) Use the technology process as a model for senior students, to advocate, to address disadvantage in the community specified in part (a). (8 marks)

Investigate: _____

Devise: _____

Produce/Implement: _____

Evaluate: _____

- (c) Discuss how addressing disadvantage could have both a positive and negative influence on social cohesion within the community structure specified in part (a). (6 marks)

Positive influence: _____

Negative influence: _____

Question 13

(12 marks)



(a) Analyse the message depicted by the cartoon above.

(3 marks)

Question 14

(15 marks)

- (a) Discuss an example of how government promotes each of the **four** following aspects of diversity in the Australian community. (12 marks)

Gender diversity:

Cultural diversity:

Religious diversity:

Ability diversity:

(b) For **one** of the aspects of diversity discussed in part (a), explain the impact of government policy on the provision of community support systems. (3 marks)

Question 15

(6 marks)

In 2011, the Australian Government introduced a paid parental leave policy. Discuss the impact of such a policy on **one** social and **one** economic factor affecting the growth and development of individuals and families in the Australian community.

Question 16

(10 marks)

(a) (i) Explain how children's rights are protected globally.

(3 marks)

(ii) List **three** specific examples of global children's rights.

(3 marks)

(b) Name a federal or state law that protects the rights of children in Australia and explain how children are protected by this law.

(4 marks)

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See next page

Question 17

(16 marks)

(a) Analyse the ethical and environmental features of a product or service in meeting:

(i) the needs of individuals. (6 marks)

Product or service: _____ (0 marks)

Ethical features:

Environmental features:

(ii) the needs of families. (6 marks)

Product or service: _____ (0 marks)

Ethical features:

Environmental features:

(b) Outline the relevance of **two** economic factors to the development of **one** of the products or services specified in part (a). (4 marks)

End of Section Two

See next page

Section Three: Extended answer

40% (50 Marks)

This section has **three (3)** questions. You must answer **two (2)** questions. Write your answers in the spaces provided following Question 20.

Supplementary pages for the use of planning/continuing your answer to a question have been 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 18

(25 marks)

- (a) Draw and label a diagram that illustrates the five environmental systems in Bronfenbrenner's ecological systems theory. (6 marks)
- (b) With reference to **one** example from each system, describe how that system impacts on the development of an individual. (15 marks)
- (c) Explain the interrelationship of the five environmental systems in Bronfenbrenner's ecological systems theory. (4 marks)

Question 19

(25 marks)

Tamara is a mental health advocate. She works closely with people who have mental health issues to make sure their voices are heard.

- (a) Describe **three** communication skills and strategies for advocacy she may employ in her work. (9 marks)
- (b) Select **one** primary source and **one** secondary source Tamara might use in working as a mental health advocate. Describe a benefit of using each type of source. (6 marks)
- (c) Develop a plan Tamara could implement to advocate for equal opportunity, social justice or change, in relation to mental health. (10 marks)

Question 20**(25 marks)**

- (a) Explain the role of the Australian Human Rights Commission. (3 marks)
- (b) Discuss **five** similarities and/or differences between the *Australian Human Rights Commission Act 1986* and *Equal Opportunity Act 1984* (Western Australia). (10 marks)
- (c) Describe a complaint, real **or** fictional, covered by **each** Act in part (b). (6 marks)
- (d) Explain the role of a relevant statutory body in addressing each complaint described in part (c). (6 marks)

End of questions

ACKNOWLEDGEMENTS

Question 11

Chart adapted from: Mitchell, L. (2011). *Domestic violence in Australia—an overview of the issues* (Parliamentary Library background note). Canberra: Department of Parliamentary Services, p. 26. Retrieved July, 2017, from www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/BN/2011-2012/DVAustralia (Publisher note: 'Percentages do not add to 100 due to rounding'.)

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