



# **CHILDREN, FAMILY AND THE COMMUNITY**

## **ATAR course examination 2017**

### **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)**

<b>Question</b>	<b>Answer</b>
1	d
2	b
3	d
4	c
5	c
6	a
7	b
8	a
9	c
10	a

## Section Two: Short answer

50% (89 Marks)

## Question 11

(12 marks)

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

Description	Marks
2 social factors x 3 marks	
Identifies and discusses a social factor indicated by the chart that would impact on the growth and development of members of the population group, referring to the impact	3
Identifies and discusses briefly a social factor indicated by the chart that would impact on the growth and development of members of the population group	2
Mentions or states a fact about a social factor indicated by the chart that would impact on the growth and development of members of the population group	1
<b>Total</b>	<b>6</b>
<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• domestic violence: domestic violence impacts on the ability of both women and children who have been effected to form meaningful relationships and interact fully in the community</li> <li>• accommodation issues: this may include the stress and insecurity associated with homelessness of women and children</li> <li>• other interpersonal relationships: this section of the graph suggests social factors too but these aren't specified. This may refer to factors like discrimination which is where individuals are prevented from fully participating in areas of society including employment and education.</li> </ul>	
Accept other relevant answers.	

## Question 11 (continued)

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

Description	Marks
2 economic factors x 3 marks	
Identifies and discusses an economic factor that would impact on the growth and development of members of the population group, referring to the impact	3
Identifies and discusses briefly an economic factor that would impact on the growth and development of members of the population group	2
Mentions or states a fact about an economic factor that would impact on the growth and development of members of the population group	1
<b>Total</b>	<b>6</b>
<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• financial hardship: financial hardship means that families will be struggling to pay for basic necessities like food, a place to live, transport costs, education and childcare expenses. This can affect growth and development and nutrition may be poor, education inaccessible and housing substandard for optimal development</li> <li>• health: basic healthcare can put financial strain on families if there are not bulkbilling doctors in the area or individuals need medical supplies not subsidised by the government. This can mean members of this population group will not have access to healthcare impacting negatively on growth and development</li> <li>• accommodation: safe accommodation can come at a price that can be out of reach for single parents leaving domestic violence situations with dependents. If safe accommodation cannot be afforded it can negatively impact the growth and development of children, whose cognitive development could be impacted by high cortisol levels.</li> </ul>	
Accept other relevant answers.	

## 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)

Description	Marks
No marks for naming community	0
2 examples x 2 marks	
Discusses an example of how a community addresses disadvantage	2
Mentions or states a fact about how a community addresses disadvantage	1
<b>Total</b>	<b>4</b>
<p>Answers might include:</p> <ul style="list-style-type: none"> <li>Disadvantaged families: Australian community providing Centrelink payments to assist the disadvantage of families on low incomes meet their needs</li> <li>Homeless: many organisations assist the homeless such as Street Doctors providing medical check-ups and treatment to homeless people living on the streets of Perth. Being homeless means a person faces disadvantage in relation to income, accommodation, access to food and health care</li> <li>Homeless or low socioeconomic families: soup kitchens run through organisations such as Manna Industries get nutritious food to the homeless in local communities through volunteer labour and donated food. Access to regular meals and facilities to feed oneself is an example of disadvantage</li> <li>Homeless or low socioeconomic families: Food Bank has partnerships with many food retailers who give them food close to its use by date to be sold to low income earners for low cost so that these people can have access to nutritious food. Food Bank outlets exist in a variety of communities around Australia. When a family is unable to feed to its members on a daily basis, lacking food security, this is an example of disadvantage</li> <li>Low socioeconomic families: the public health system in Australia Medicare means even those on low incomes can receive quality health care they might not otherwise be able to afford. Being unable to afford private health care when you need it due to your income is an example of disadvantage but public hospitals seek to address this disadvantage although patients may not receive help as promptly as they would like. Due to demand, there are waiting lists but patients can be given priority based on their health condition</li> <li>A Millennium Development Goal (MDG) such as Mayange in Rawanda: women were assisted to establish a weaving co-op which addressed disadvantage as they were able to earn an income.</li> </ul>	
Accept other relevant answers.	

**Question 12** (continued)

- (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)

Description	Marks
4 stages of technology process x 2 marks	
Discusses relevant action for a stage of the technology process to address disadvantage in the community specified in part (a)	2
Mentions or states a fact about a stage of the technology process	1
<b>Total</b>	<b>8</b>
<p>Answers might include:</p> <p>Investigate: use primary and secondary sources to research the issue of disadvantage in the community, e.g. background to issue, statistics, impacts on individuals</p> <p>Devise: after gathering as many people who are interested in the issue of disadvantage and want to push for change as possible, devise a plan to advocate. Proactive leadership will be essential as well as self-management including goal setting and resource management</p> <p>Produce/Implement: put the advocacy plan into place which may involve raising public awareness of the issue, pushing for a change to a law or helping individuals or groups effected by the disadvantage to have their needs met and voice heard. A range of advocacy skills and strategies would be used</p> <p>Evaluate: should take place at every stage of the technology process, with plans modified as necessary. If advocacy plan has an end point, evaluation at the end may include assessing if advocacy goals were met and whether further action is required.</p> <p>Accept other relevant answers.</p>	

- (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)

Description	Marks
<b>2 influences (one positive, one negative) x 3 marks</b>	
Influence on social cohesion within the community structure specified in part (a) discussed	3
Influence on social cohesion within the community structure specified in part (a) discussed briefly	2
Mentions or states a fact about an influence on social cohesion within the community structure specified in part (a)	1
<b>Total</b>	<b>6</b>
<p>Answers might include:</p> <p>Positive influences</p> <ul style="list-style-type: none"> <li>• all members of community are able to participate more fully in community life creating a sense of belonging and community spirit</li> <li>• those who find themselves at a disadvantage feel more positive towards those prepared to help them leading to social justice and equality within the community</li> <li>• it is positive for a community when those who can afford to help others do so developing civic responsibility which creates social cohesion</li> </ul> <p>Negative influences</p> <ul style="list-style-type: none"> <li>• there may be a part of a community who do not support those living with disadvantage being assisted, particularly if the assistance is government funded and uses their taxes</li> <li>• disadvantage is often associated with particular cultural groups and racism may come into effect with people unhappy with assistance being given to particular cultural groups.</li> </ul>	
Accept other relevant answers.	

## Question 13

(12 marks)

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

(3 marks)

Description	Marks
Analyses the message depicted in the cartoon	3
Outlines the message depicted in the cartoon	2
Makes a point about the message depicted in the cartoon	1
<b>Total</b>	<b>3</b>
<p>Answers might include:</p> <p>Points about the message depicted in the cartoon might include:</p> <ul style="list-style-type: none"> <li>• resolution cannot be reached with one person being dominant over the other</li> <li>• there should be no use of force</li> <li>• conflict cannot be resolved when people are angry.</li> </ul> <p>The cartoon depicts negative body language (e.g. crossed arms and pointing finger) and negative verbal behaviour (e.g. yelling rather than talking) creating a conflict situation which is not being resolved in an effective manner.</p> <p>Note: an analysis requires the identification of components of the cartoon and the relationship between them.</p> <p>Accept other relevant answers.</p>	

(b) Discuss **three** conflict resolution skills that could be applied to the situation shown in the cartoon.

(9 marks)

Description	Marks
For each conflict resolution skill, discusses how the skill may be applied to the situation shown in the cartoon	3
For each conflict resolution skill, discusses briefly how the skill may be applied to the situation shown in the cartoon	2
For each conflict resolution skill, makes a point or states a fact about a conflict resolution skill	1
<b>Total</b>	<b>9</b>
<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• good communication skills, e.g. attentive listening, clarify statements will mean each person is heard and understood. Misunderstanding is a major cause of conflict</li> <li>• manage stress, e.g. stay calm and alert, stay centred, control yourself. If stress levels are allowed to rise it is difficult to undertake negotiation for a win-win solution</li> <li>• recognise and manage emotions, e.g. try not to ignore feelings of sadness, fear, anger. By recognising emotions, it is easier to control them. Becoming emotional makes conflict resolution very difficult</li> <li>• recognise differences, e.g. be open to the way others do things, religious or cultural traditions. Learn to accept and understand differences and find ways to make these differences part of the new resolution</li> <li>• involve a mediator to assist in conflict resolution.</li> </ul> <p>Accept other relevant answers.</p>	



## 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)

Description		Marks
4 aspects x 3 marks		
Discusses an example of how government promotes an aspect of diversity		3
Discusses briefly an example of how government promotes an aspect of diversity		2
Mentions or states a fact about how government promotes an aspect of diversity		1
<b>Total</b>		<b>12</b>
Answers might include:		
Aspect of diversity in a community	How government promotes an aspect of diversity	
Gender diversity	<ul style="list-style-type: none"> <li>Gender Equality Equal opportunity law makes it unlawful to discriminate in employment based on gender and wages must be equal for same work, regardless of gender.</li> <li>Recognises gender other than the sex a person was assigned at birth. The Australian government recognises that individuals may identify and be recognised within the community as a gender other than the sex they were assigned at birth or during infancy, or as a gender which is not exclusively male or female. This should be recognised and reflected in their personal records held by Australian government departments and agencies.</li> </ul>	
Cultural diversity	<ul style="list-style-type: none"> <li>Multiculturalism</li> <li>Australia's approach to multicultural policy embraces shared values and cultural traditions and recognises that Australia's multicultural character gives a competitive edge in an increasingly globalised world. The approach articulates the rights and responsibilities that are fundamental to living in Australia and supports the rights of all to celebrate, practice and maintain cultural traditions within the law and free from discrimination.</li> <li>Multicultural policy aims to strengthen social cohesion through promoting belonging, respecting diversity and fostering engagement with Australian values, identity and citizenship, within the framework of Australian law.</li> </ul>	

## Question 14 (continued)

<b>Aspect of diversity in a community</b>	<b>How government promotes an aspect of diversity</b>
Religious diversity	<ul style="list-style-type: none"><li>• Religious freedom is safeguarded by section 116 of the Australian Constitution, which reflects both the protection of religious practice from state interference and a stronger separation of religion from the state</li><li>• In Australia, individuals are free to express a diversity of views, as long as they do not incite religious hatred.</li><li>• <i>Racial Discrimination Act 1975</i>, gives force to the International Convention on the Elimination of All Forms of Racial Discrimination, makes racial discrimination unlawful in Australia.</li><li>• The Australian Human Rights Commission has responsibility for investigating discrimination complaints based on religious (and other) grounds. State legislation (e.g. the Victorian government's <i>Racial and Religious Tolerance Act 2001</i>).</li></ul>
Ability diversity	<ul style="list-style-type: none"><li>• Antidiscrimination and equal opportunity <i>Disability Discrimination Act 1992</i> and policies</li><li>• In many areas of public life laws and policies have been enacted to ensure people of mixed abilities have the access they require to services like schools and public buildings</li><li>• National Disability Insurance Scheme (NDIS) provides the disabled and their carer/s with choice in their support providers and financial assistance to access relevant services.</li></ul>
Accept other relevant answers.	

- (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)

Description	Marks
Explains the impact of government policy on the provision of community support systems which have been developed in response to the aspect of diversity	3
Explains briefly the impact of government policy on the provision of community support systems which have been developed in response to the aspect of diversity	2
Mentions or states a fact related to a government policy or community support system developed in response to the aspect of diversity	1
<b>Total</b>	<b>3</b>
<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Gender policy: wide acceptance now of gender differences and preferences within the community. Increase in advocacy services to assist those who feel they are still being discriminated against on gender grounds. Expansion of Safe Schools Program and Safe Schools Coalition Australia to create safe and inclusive schools. Government has taken the lead in some respects of gender diversity with many advocacy and support services continuing to push for gay marriage</li> <li>• Multiculturalism policy: migrants must attend compulsory English classes. Local governments host many events to promote multiculturalism within their local area. The government funds schools of all cultures and religions</li> <li>• Religious Freedom policy: expansion of places of religious worship including prayer rooms in airports and chapels and prayer rooms in hospitals. Anti-discrimination laws and means to be heard by Human Rights Commission or Equal Opportunity Commission</li> <li>• Antidiscrimination and equal opportunity policies: community services now provide access for people of all abilities, e.g. Braille signs and wheelchair ramps. Complaints can be heard in Human Rights Commission or Equal Opportunity Commission.</li> </ul>	
Accept other relevant answers.	

## 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.

Description	Marks
2 factors x 3 marks	
Discusses the impact of the paid parental leave policy or other such policy on one social factor affecting the growth and development of individuals and families in the Australian community	3
Discusses briefly the impact of the paid parental leave policy or other such policy on one social factor affecting the growth and development of individuals and families in the Australian community	2
States a fact about a social factor affecting the growth and development of individuals and families in the Australian community	1
Discusses the impact of the paid parental leave policy or other such policy on one economic factor affecting the growth and development of individuals and families in the Australian community	3
Discusses briefly the impact of the paid parental leave policy or other such policy on one economic factor affecting the growth and development of individuals and families in the Australian community	2
States a fact about an economic factor affecting the growth and development of individuals and families in the Australian community	1
<b>Total</b>	<b>6</b>
<p>Answers might include:</p> <p>Impact of paid parental leave on a social factor:</p> <ul style="list-style-type: none"> <li>while on paid parental leave, parents can develop networks with other parents at playgroups or other parent and baby groups</li> <li>new parents stress less when financially supported and quality of parent/child relationships is improved.</li> </ul> <p>Impact of paid parental leave on an economic factor:</p> <ul style="list-style-type: none"> <li>costs associated with child rearing are high and the paid parental leave payments provide greater financial security to families</li> <li>the paid parental leave payments are for a specific period and if families do not plan for time when payment ceases, they may be placed under financial stress.</li> </ul> <p>Note: Answer might include 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.</p> <p>Accept other relevant answers.</p>	

## Question 16

(10 marks)

- (a) (i) Explain how children's rights are protected globally. (3 marks)

Description	Marks
Explains how children's rights are protected globally	3
Explains briefly how children's rights are protected globally	2
Mentions or states a fact about how children's rights are protected globally	1
<b>Total</b>	<b>3</b>
<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• The <i>Declaration of the Rights of the Child</i> marks the first major international consensus on the fundamental principles of children's rights. It recognises and affirms the existence of rights specific to children and the responsibility of adults towards children. Member countries of the United Nations have enacted laws in support of the declaration, thus attempting to protect the rights of children in their own country.</li> <li>• Many of the Millennium Development Goals were devised to promote the health and wellbeing of children, for example achieve universal primary education. The goals have had an impact on children worldwide.</li> <li>• Non-government organisations such as World Vision, Save the Children and Red Cross work with communities to help protect and promote the rights of children through providing aid and education.</li> <li>• <i>Universal Declaration of Human Rights</i> has been agreed to by many countries to observe and protect the right of people including children.</li> </ul> <p>Accept other relevant answers.</p>	

- (ii) List
- three**
- specific examples of global children's rights. (3 marks)

Description	Marks
Lists three specific examples of global children's rights	3
Lists two specific examples of global children's rights	2
Lists one specific example of global children's rights	1
<b>Total</b>	<b>3</b>
<p>Answers might include:</p> <ol style="list-style-type: none"> <li>1. the right to equality, without distinction on account of race, religion or national origin</li> <li>2. the right to special protection for the child's physical, mental and social development</li> <li>3. the right to a name and a nationality</li> <li>4. the right to adequate nutrition, housing and medical services</li> <li>5. the right to special education and treatment when a child is physically or mentally handicapped</li> <li>6. the right to understanding and love by parents and society</li> <li>7. the right to recreational activities and free education</li> <li>8. the right to be among the first to receive relief in all circumstances</li> <li>9. the right to protection against all forms of neglect, cruelty and exploitation</li> <li>10. the right to be brought up in a spirit of understanding, tolerance, friendship among peoples, and universal brotherhood.</li> </ol> <p>Accept other relevant answers.</p>	

## Question 16 (continued)

- (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)

Description	Marks
Names a federal or state law that protects the rights of children in Australia and explains how children are protected	4
Names a federal or state law that protects the rights of children in Australia and explains briefly how children are protected	3
Names a federal or state law that protects the rights of children in Australia and mentions or states a fact about how children are protected	2
Names a federal or state law that protects the rights of children	1
<b>Total</b>	<b>4</b>
Answers might include:	
<ul style="list-style-type: none"><li>• <i>Working with Children (Criminal Record Checking) Act 2004</i> – helps protect children from physical and sexual harm by preventing people who pose a risk to children from gaining employment or volunteer positions which would allow them to work with children</li><li>• <i>Family Court Act 1997</i> (Western Australia) – puts the best interests of child first so that when a marriage or relationship breaks down, the parents must consider their children’s welfare in all decisions such as parenting and property orders</li><li>• <i>Children and Community Services Act 1984</i> – the principal legislation governing the care and protection of children in Western Australia. It is administered by the government department responsible for the welfare of children. In 2014, this was the Department for Child Protection and Family Support. The purpose outlined in the Act is broad. It seeks to promote the wellbeing of children, other individuals, families and communities and to acknowledge the primary role of parents, families and communities in safeguarding and promoting the wellbeing of children. The Act aims to encourage and support parents, families and communities in carrying out that role. It provides for the protection and care of children in circumstances where their parents have not given, or are unlikely or unable to give, that protection and care.</li></ul>	
Accept other relevant answers.	

## Question 17

(16 marks)

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

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

Description	Marks
<b>2 x 3 marks</b>	
Identifies a product or service	0
Analyses the ethical feature(s) of the product or service to individuals	3
Describes ethical feature(s) of the product or service to individuals	2
Identifies an ethical feature of the product or service to individuals	1
<b>Environmental features</b>	
Analyses the environmental feature(s) of the product or service to individuals	3
Describes environmental feature(s) of the product or service to individuals	2
Identifies an environmental feature of the product or service to individuals	1
<b>Total</b>	<b>6</b>
<p>Answers might include:</p> <p>Ethical:</p> <ul style="list-style-type: none"> <li>• BPA free water bottles: BPA free means that they are safe for children as they are free of chemicals which may build up in individuals over time reducing medical problems</li> <li>• Childcare centre: staff are appropriately trained and screened to meet the policy/legal requirements</li> </ul> <p>Environmental:</p> <ul style="list-style-type: none"> <li>• BPA free water bottles: these bottles can be reused which saves the environment</li> <li>• Childcare centre: indoor and outdoor equipment to meet policy/legal requirements and the needs of the individual</li> </ul> <p>Accept other relevant answers.</p>	

## Question 17 (continued)

(ii) the needs of families.

(6 marks)

Description	Marks
2 x 3 marks.	
Identifies a product or service	0
Analyses the ethical feature(s) of the product or service to families	3
Describes ethical feature(s) of the product or service to families	2
Identifies an ethical feature of the product or service to families	1
Analyses the environmental feature(s) of the product or service to families	3
Describes environmental feature(s) of the product or service to families	2
Identifies an environmental feature of the product or service to families	1
<b>Total</b>	<b>6</b>
Answers might include:	
Ethical:	
<ul style="list-style-type: none"> <li>family rooms in shopping centres: allows both mums and dads to access family facilities for children. This keeps children safe as all can be kept together</li> <li>computers: able to install parental control software so children are protected online. Inappropriate dealings with children via internet are on increase and protection of children is vital as well as sense of security for parents</li> </ul>	
Environmental:	
<ul style="list-style-type: none"> <li>family rooms in shopping centres: provides a safe place for small children to be attended to</li> <li>computers: computer print cartridges can be refilled now instead of just going into landfill which protects the environment for future generations.</li> </ul>	
Accept other relevant answers.	



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

Description	Marks
2 economic factors x 2 marks	
Outlines the relevance of an economic factor when developing one of the products or services specified in part (a)	2
Mentions or states a fact about the relevance of an economic factor when developing one of the products or services specified in part (a)	1
<b>Total</b>	<b>4</b>
<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• cost to produce: relates to materials and labour but also other fees and charges that might be applicable. If cost is higher than what people would pay then not worth producing that version</li> <li>• amount the product could be sold: for, i.e. what would people be prepared to pay. Depends on supply and demand and who the target market is for the product.</li> <li>• whether to produce locally or overseas: this may be an ethical decision too. While it may well be cheaper to produce overseas, the benefit of creating jobs locally through production so that people have more income to buy goods must also be considered</li> <li>• how much demand exists for such a product: If demand is low, probably not worth producing. If demand is high, constant efforts to improve design so that people buy the product more than once.</li> </ul>	
Accept other relevant answers.	

**Section Three: Extended answer**

**40% (50 Marks)**

**Question 18**

**(25 marks)**

- (a) Draw and label a diagram that illustrates the five environmental systems in Bronfenbrenner’s ecological systems theory. (6 marks)

Description	Marks
Draws a concentric circle diagram, including a child or individual at the centre, that illustrates Bronfenbrenner’s ecological systems theory: the five system version	1
Correctly labels in order the five environmental systems in a diagram that illustrates Bronfenbrenner’s theory of ecological systems	1–5
<b>Total</b>	<b>6</b>
<p>Note: examples and arrows are not required on the diagram but are acceptable. Examples will be used to explain each of the systems in part (b).</p> <div style="border: 1px dashed gray; padding: 10px; margin: 10px auto; width: 80%;"> <p>For copyright reasons this image cannot be reproduced in the online version of this document, but may be viewed at  <a href="http://www.bing.com/images/search?view=detailV2&amp;ccid=dTQveBVW&amp;id=0E9D6CE84D361F80DD214FC7BE3CA494B4E7A702&amp;thid=OIP.dTQveBVWQISVXaQe3SFCNAHaHg&amp;q=bronfenbrenner+ecological+systems+theory&amp;simid=608002298402311640&amp;selectedIndex=0&amp;simid=608002297&amp;ajaxhist=0">http://www.bing.com/images/search?view=detailV2&amp;ccid=dTQveBVW&amp;id=0E9D6CE84D361F80DD214FC7BE3CA494B4E7A702&amp;thid=OIP.dTQveBVWQISVXaQe3SFCNAHaHg&amp;q=bronfenbrenner+ecological+systems+theory&amp;simid=608002298402311640&amp;selectedIndex=0&amp;simid=608002297&amp;ajaxhist=0</a></p> </div>	

- (b) With reference to **one** example from each system, describe how that system impacts on the development of an individual. (15 marks)

Description	Marks
5 systems x 3 marks	
With reference to an example from each system, describes how that system impacts on the development of an individual	3
With reference to an example from each system, describes briefly how that system impacts on the development of an individual	2
States or mentions a fact about each system	1
<b>Total</b>	<b>15</b>
<p>Answers might include:</p> <div style="border: 1px dashed gray; padding: 10px; margin: 10px auto; width: 80%;"> <p>For copyright reasons this image cannot be reproduced in the online version of this document, but may be viewed at  <a href="https://web.archive.org/web/20070928164029/http://pt3.nl.edu/paquetteryanwebquest.pdf">https://web.archive.org/web/20070928164029/http://pt3.nl.edu/paquetteryanwebquest.pdf</a></p> </div>	
Accept other relevant answers.	

## Question 18 (continued)

- (c) Explain the interrelationship of the five environmental systems in Bronfenbrenner's ecological systems theory. (4 marks)

Description	Marks
Explains the interrelationship of the five environmental systems in Bronfenbrenner's ecological systems theory	4
Explains briefly the interrelationship of the five environmental systems in Bronfenbrenner's ecological systems theory	3
Explains briefly the interrelationship of some of the environmental systems in Bronfenbrenner's ecological systems theory	2
Mentions or states a fact about an interrelationship in Bronfenbrenner's ecological systems theory	1
<b>Total</b>	<b>4</b>
Answers might include:	
<ul style="list-style-type: none"><li>• the theory argues that a child, as they grow and develop, does so in many contexts (home, child care – micro) and environments (schools, neighbourhoods) and they are always interacting (teachers, parents)</li><li>• as a child develops, the larger environment (exo) also shapes the more immediate environment, so things like culture, education systems, legal systems (macro) all impact on the immediate environment, context and interactions that take place</li><li>• events that happen (time – chrono), or may happen also affect the child and their development, so if a parent dies when the child is young the impact is different than when they are in their teens and it impacts all the contexts differently</li><li>• so all the ecological subsystems are nested and affect each person differently.</li></ul>	
Accept other relevant answers.	

## 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)

Description	Marks
3 types of advocacy x 3 marks	
Describes the application of a communication skill or strategy for advocacy she may employ in her work	3
Describes briefly the application of a communication skill or strategy for advocacy she may employ in her work	2
States or mentions a communication skill or strategy for advocacy	1
<b>Total</b>	<b>9</b>
<p>Answers might include:</p> <p>Communication skills:</p> <ul style="list-style-type: none"> <li>• active listening: listening to client, fully concentrating, checking you have understood correctly, responding to what is being said</li> <li>• public speaking: delivering clear, confident presentations to rally support, inform or persuade</li> <li>• email or letter writing: for example, to request assistance, convey plans, inform others.</li> </ul> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• problem solving: working through a number of steps to achieve desired outcomes</li> <li>• proactive leadership: inspiring others to do what needs to be done and what is right to achieve advocacy goals. Trusting in abilities of others involved in advocacy</li> <li>• networking: interacting with others to exchange information and develop contacts that might assist with advocacy.</li> <li>• Using social media as a lobbying platform</li> </ul> <p>Advocacy types:</p> <ul style="list-style-type: none"> <li>• individual advocacy: helping an individual with mental health issue who is not receiving fair treatment to have their needs addressed through finding out what they need and putting them in contact with agencies who can help</li> <li>• group advocacy: helping a small group of people with similar mental health issues who it is practical to help as a group, to have their needs addressed</li> <li>• systemic advocacy: Tamara may rally support from patients, carers and the medical profession to push the government for changes to laws or the provision of services for mental health.</li> </ul>	
Accept other relevant answers.	

**Question 19** (continued)

- (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)

Description	Marks
2 sources x 1 mark	
Primary source	1
Secondary source	1
Benefits of 2 sources x 2 marks	
Describes benefit of primary source	1–2
Describes benefit of secondary source	1–2
<b>Total</b>	<b>6</b>
<p>Answers might include:</p> <p>Primary source:</p> <ul style="list-style-type: none"> <li>• letters from mental health patients asking for assistance</li> <li>• interviews with mental health experts</li> <li>• first-hand accounts of issues faced from mental health patients</li> </ul> <p>Benefits:</p> <ul style="list-style-type: none"> <li>• accurate information about what those suffering mental health issues are going through and what help they need</li> <li>• powerful information to put forward when asking others for help such as government and non-government organisations</li> </ul> <p>Secondary source:</p> <ul style="list-style-type: none"> <li>• journal articles about assisting those with mental health issues</li> <li>• newspaper reports about mental health issues</li> <li>• documentaries about mental health issues</li> </ul> <p>Benefits:</p> <ul style="list-style-type: none"> <li>• an advocate needs as much information as possible about the issue they are advocating for</li> <li>• a wide variety of ideas can be found through consulting existing sources on the topic.</li> </ul>	

- (c) Develop a plan Tamara could implement to advocate for equal opportunity, social justice or change, in relation to mental health. (10 marks)

Description	Marks
Develops a comprehensive and well-structured plan to advocate for equal opportunity, social justice or change, in relation to mental health	9–10
Develops a well-structured plan to advocate for equal opportunity, social justice or change, in relation to mental health	7–8
Develops a basic plan to advocate for equal opportunity, social justice or change, in relation to mental health	5–6
Develops a limited plan to advocate	3–4
States ideas to advocate	1–2
<b>Total</b>	<b>10</b>
<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• develop understanding of the issue to be advocated for and set goals</li> <li>• know your audience – who will you advocate to</li> <li>• gain support for advocacy</li> <li>• devise a plan of action for advocating</li> <li>• communicate the plan to stakeholders</li> <li>• carry out the advocacy</li> <li>• monitor progress</li> <li>• evaluate progress and impact.</li> </ul>	
Accept other relevant answers.	

## Question 20

(25 marks)

(a) Explain the role of the Australian Human Rights Commission.

(3 marks)

Description	Marks
Explains the role of the Australian Human Rights Commission	3
Explains briefly the role of the Australian Human Rights Commission	2
States a fact about the role of the Australian Human Rights Commission	1
<b>Total</b>	<b>3</b>
<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• leading the promotion and protection of human rights in Australia</li> <li>• making human rights values part of everyday life and language</li> <li>• empowering all people to understand and exercise their human rights</li> <li>• keeping government accountable to national and international human rights standard.</li> </ul> <p>Our work covers four key areas:</p> <ul style="list-style-type: none"> <li>• providing education and raising public awareness about human rights</li> <li>• handling complaints of discrimination and breaches of human rights</li> <li>• researching human rights issues and contributing to policy developments</li> <li>• legal advocacy on human rights issues.</li> </ul> <p>The Commission has statutory responsibilities under the following federal laws:</p> <ul style="list-style-type: none"> <li>• <i>Age Discrimination Act 2004</i></li> <li>• <i>Disability Discrimination Act 1992</i></li> <li>• <i>Australian Human Rights Commission Act 1986</i></li> <li>• <i>Sex Discrimination Act 1984</i></li> <li>• <i>Racial Discrimination Act 1975</i></li> </ul> <p>Accept other relevant answers.</p>	



- (b) Discuss **five** similarities and or differences between the *Australian Human Rights Commission Act 1986* and *Equal Opportunity Act 1984* (Western Australia). (10 marks)

Description	Marks
Five similarities or differences x 2 marks	
Similarity or difference between the: <i>Australian Human Rights Commission Act 1986</i> and <i>Equal Opportunity Act 1984</i> (Western Australia) discussed	2
Similarity or difference between the: <i>Australian Human Rights Commission Act 1986</i> and <i>Equal Opportunity Act 1984</i> (Western Australia) identified	1
<b>Total</b>	<b>10</b>
<p>Answers might include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> <li>the <i>Australian Human Rights Commission Act 1986</i> details the powers and functions of the Australian Human Rights Commission (the Commission) as the Commonwealth agency responsible for monitoring and promoting human rights protection and the <i>Equal Opportunity Act 1984</i> (Western Australia) details the powers and functions of the Equal Opportunity Commission of Western Australia</li> <li>both Acts specify areas of public life for which it is illegal to discriminate</li> <li>both Acts specify grounds of discrimination</li> <li>both Acts specify means by which complaints may be heard</li> <li>both Acts are implemented through the work of a commission and commissioner</li> </ul> <p>Differences:</p> <ul style="list-style-type: none"> <li>the <i>Australian Human Rights Commission Act 1986</i> aims to protect people from discrimination by Commonwealth departments and agencies whereas the <i>Equal Opportunity Act 1984</i> (Western Australia) aims to protect people from specified areas of discrimination in Western Australia and in specified areas of public life.</li> </ul> <p>Accept other relevant answers.</p>	

## Question 20 (continued)

- (c) Describe a complaint, real **or** fictional, covered by **each** Act in part (b). (6 marks)

Description	Marks
1 complaint for each Act x 3 marks	
Describes a complaint covered by each Act	3
Describes briefly, a complaint covered by each Act	2
Mentions or states a fact about a complaint covered by each Act	1
<b>Total</b>	<b>6</b>
Answers might include:	
<ul style="list-style-type: none"><li>• scenario, real or fictional, that would be covered by <i>Australian Human Rights Commission Act 1986</i>:<ul style="list-style-type: none"><li>◦ discrimination in employment because of religious affiliation</li><li>◦ sexual harassment in the workplace which was not dealt with by the employer even after complaint was made</li><li>◦ alleged breaches of human rights by the Commonwealth or its agencies, e.g. in detention centres</li></ul></li><li>• scenario, real or fictional, that would be covered by <i>Equal Opportunity Act 1984</i> (Western Australia):<ul style="list-style-type: none"><li>◦ no access to a public building in Western Australia for a person in a wheelchair</li><li>◦ being ineligible for a promotion in a Western Australian business due to being pregnant or likely to become pregnant</li><li>◦ an offer of employment to a male midwife in a Western Australian hospital was withdrawn after female midwives refused to work with the male.</li></ul></li></ul>	
Accept other relevant answers.	

- (d) Explain the role of a relevant statutory body in addressing each complaint described in part (c). (6 marks)

Description	Marks
2 explanations x 3 marks	
Explains the role of the relevant body, i.e. the Human Rights Commission of Australia or the Equal Opportunity Commission of Western Australia in addressing each complaint	3
Explains briefly, the role of the relevant body, i.e. the Human Rights Commission of Australia or the Equal Opportunity Commission of Western Australia in addressing each complaint	2
Mentions or states a fact about the role of the relevant body, i.e. the Human Rights Commission of Australia or the Equal Opportunity Commission of Western Australia in addressing each complaint	1
<b>Total</b>	<b>6</b>
<p>Answers might include:</p> <p>Role of Human Rights Commission of Australia in addressing complaint:</p> <ul style="list-style-type: none"> <li>• receive complaint in writing</li> <li>• contact complainant to ask for more information and decide whether to deal with the complaint. If decision is made to not proceed, provide complainant with reason</li> <li>• contact person or organisation complaint is about and ask them to respond</li> <li>• conciliation to help the person making complaint and the person or organisation they are complaining about try to find a way to resolve the matter</li> <li>• terminate the matter if no resolution can be found or after resolution of the complaint</li> </ul> <p>Role of Equal Opportunity Commission of Western Australia in addressing complaint:</p> <ul style="list-style-type: none"> <li>• receive complaint in writing</li> <li>• investigate complaint and decide whether it is within jurisdiction</li> <li>• conciliation officer assigned to investigate and conciliate the complaint. This will involve getting response from party complaint has been made against</li> <li>• conciliation to help the person making complaint and the person or organisation they are complaining about try to find a way to resolve the matter</li> <li>• terminate the matter if no resolution can be found or after resolution of the complaint.</li> </ul> <p>Accept other relevant answers.</p>	

## ACKNOWLEDGEMENTS

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- Question 18(a)** Diagram from: *Bronfenbrenner's ecological system theory*. (n.d.). Retrieved September, 2017, from [www.bing.com/images/search?view=detailV2&ccid=dTQveBVW&id=0E9D6CE84D361F80DD214FC7BE3CA494B4E7A702&q=bronfenbrenner+ecological+systems+theory&simid=608002297741641077&selectedIndex=14](http://www.bing.com/images/search?view=detailV2&ccid=dTQveBVW&id=0E9D6CE84D361F80DD214FC7BE3CA494B4E7A702&q=bronfenbrenner+ecological+systems+theory&simid=608002297741641077&selectedIndex=14)
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**Question 20(a)**

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**Question 20(d)**

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