



ATAR course examination, 2020

Question/Answer booklet

CHILDREN, FAMILY AND THE COMMUNITY

Please place your student identification label in this box

WA 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	103	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 2020: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.

2. Answer the questions according to the following instructions.

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

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

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

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

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

Suggested working time: 10 minutes.

1. When advocating to promote change in community beliefs and attitudes on national or global issues, it is necessary to select and adapt advocacy skills. An example would include
 - (a) writing a speech promoting change and presenting the same speech to as many different audiences as possible.
 - (b) organising a protest march about the issue with the aim of getting people of all ages and walks of life involved.
 - (c) writing slightly different letters to local, state and federal politicians advocating for change, but considering what each level of government is responsible for.
 - (d) recording interviews with people affected by the issue and playing the interviews in a variety of contexts, such as news shows and social media.

2. Self-management skills essential to undertaking an advocacy project as part of a group project include
 - (a) participating in a goal-setting process that will enhance achievement by the group.
 - (b) electing a leader for the group who will demonstrate proactive leadership.
 - (c) reflecting and evaluating throughout the project, seeking opportunities for improvement.
 - (d) working out a schedule for the group and encouraging them to follow it closely.

3. The Triple Bottom Line theory can be applied to the development or improvement of a community service or system when
 - (a) social, environmental and economic factors were considered separately.
 - (b) the factor most important to the ongoing development of the service or system was considered first.
 - (c) there was community consultation about social, environmental and economic factors and some ideas rejected if necessary.
 - (d) the relationship between social, environmental and economic factors was taken into account in achieving an overall balance.

4. A cultural factor to consider when developing an information product to assist migrant families includes
 - (a) having the product produced in Australia.
 - (b) its availability in a range of languages.
 - (c) the use of appropriate diagrams and images.
 - (d) making the product available at community centres.

5. Billy is a 5-year-old boy whose parents have both recently lost their jobs in the mining sector. According to Bronfenbrenner's ecological systems theory, this change is reflected in the
 - (a) microsystem.
 - (b) mesosystem.
 - (c) exosystem.
 - (d) macrosystem.

6. The United Nations 2000–2015 Millenium Development Goals sought to specifically combat
 - (a) malaria.
 - (b) dengue fever.
 - (c) Ross River virus.
 - (d) Zika virus.

7. The Zone of Proximal development aspect of Vygotsky's theory of sociocultural development is the
 - (a) difference between what is known and what is not known at a point in time.
 - (b) period in time during which children learn best through trial and error by themselves.
 - (c) perceived level of difficulty of a new, more complex skill a child needs to learn.
 - (d) distance between what a child knows and what they have the potential to learn with help.

8. The Five Capitals model of sustainable development can be used by a local council to improve community wellbeing. The model involves the consideration of
 - (a) natural, economic, technological, human and manufactured resources.
 - (b) economic, built, manufactured, human and technological resources.
 - (c) social, natural, economic, human and non-human resources.
 - (d) natural, human, social, manufactured and financial resources.

9. Changing societal attitudes and values about divorce have had an impact on the development of community support systems, including
- (a) transport and legal services.
 - (b) counselling and mediation services.
 - (c) daycare and medical services.
 - (d) counselling and medical services.
10. Diversity could be **best** described as
- (a) regarding every individual as a unique being, while embracing and respecting differences.
 - (b) appreciating many different religions in Australian society and providing places of worship.
 - (c) participating in Harmony Day celebrations and fundraising to support a charity of one's choice.
 - (d) being fair and impartial to all, and ensuring that basic human rights for everyone in society are met.

End of Section One

See next page

Section Two: Short answer

50% (103 marks)

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

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

Suggested working time: 90 minutes.

Question 11

(14 marks)

Consider the infographic below.

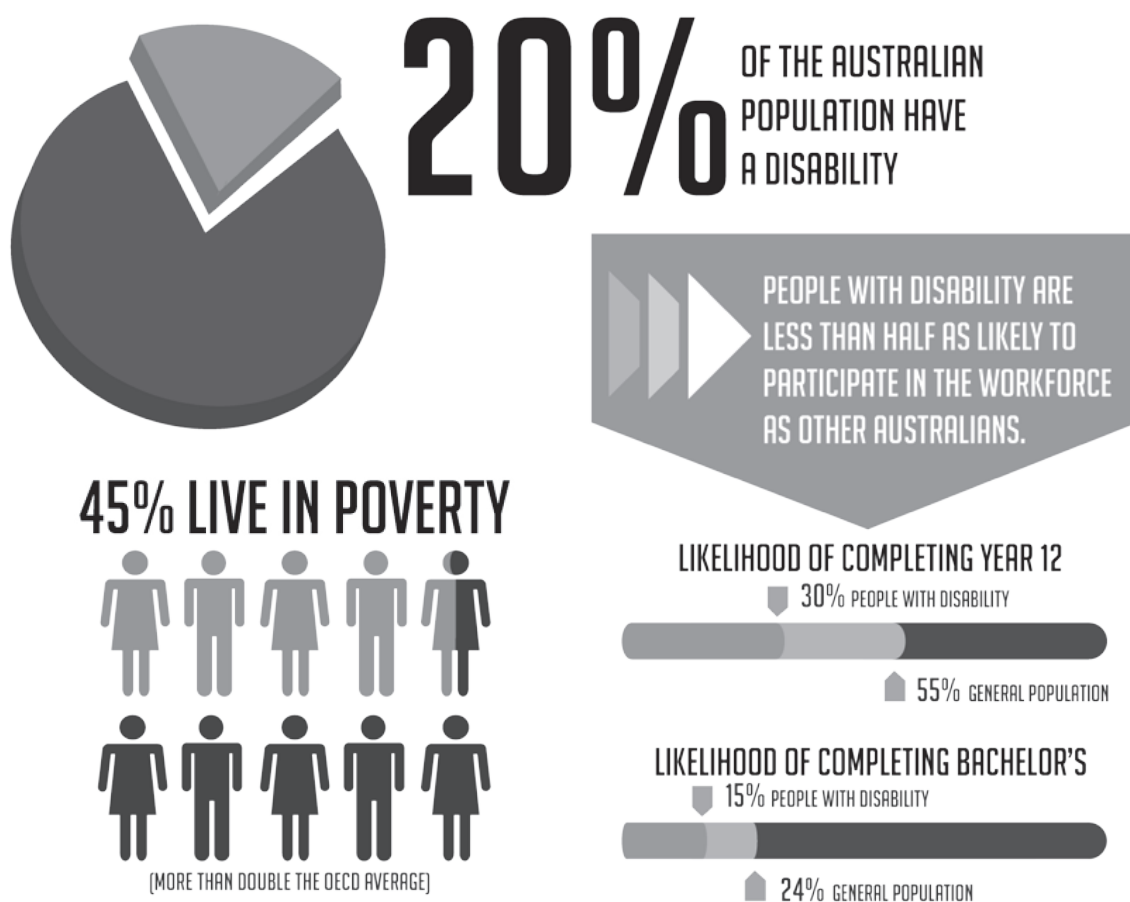


Figure 1: Snapshot of disability statistics in Australia

Question 11 (continued)

- (b) With reference to the population group identified in part (a), discuss the impact of environmental, economic and political factors on the growth and development of individuals in this Australian population group. (9 marks)

Environmental factors: _____

Economic factors: _____

Political factors: _____

Question 12 (continued)

Sustainable feature: _____

(c) Analyse the ethical features of the system identified in part (a). (4 marks)

Question 13

(19 marks)

- (a) (i) Identify an Australian community and describe **one** positive and **one** negative factor that influence social cohesion in that community. (5 marks)

Identify the community:

Positive factor:

Negative factor:

Question 13 (continued)

- (ii) Identify an overseas community and describe **one** positive and **one** negative factor that influence social cohesion in that community. (5 marks)

Identify the community:

Positive factor:

Negative factor:

- (b) Analyse the relationship between social justice and political and legal issues relating to families **or** individuals in **one** of the communities identified in part (a). (5 marks)

- (c) Discuss the relationship among social cohesion, social systems and a sustainable society. (4 marks)

Question 14

(12 marks)

- (a) Explain **two** reasons for maternal deaths in Third World countries. (6 marks)

One: _____

Two: _____

- (b) Discuss **two** strategies implemented in Third World countries as part of the *United Nations 2000–2015 Millennium Development Goal 5: Improve Maternal Health*. (6 marks)

One: _____

Two: _____

Question 15

(15 marks)

The protection of the rights of children is a factor for governments to consider in the development of laws and policies that will affect the growth and development of individuals and families in Australia.

- (a) Identify and define **two** rights identified in the *United Nations Convention on the Rights of the Child 1989*. (4 marks)

One: _____

Two: _____

- (b) Explain how each of the **two** rights identified in part (a) is supported through the implementation of a federal government policy in Australia. (6 marks)

One: _____

Two: _____

Question 16

(15 marks)

Schools enter into community partnerships for the benefit of their students and the students' families.

- (a) Explain **one** community partnership between a school (or schools) and an aspect of the wider community. (3 marks)

- (b) (i) Describe a role for each of the **two** participants in the community partnership. (4 marks)

One: _____

Two: _____

Question 16 (continued)

- (ii) Describe **one** responsibility for each of the **two** participants in the community partnership. (4 marks)

One: _____

Two: _____

- (c) Discuss the impact of a government policy on the community partnership identified in part (a). (4 marks)

Question 17

(10 marks)

- (a) Opportunities exist in Australia for women to participate in sports traditionally dominated by males, including football and cricket. Assess whether the principle of gender equity is supported in this aspect of community life. (4 marks)

- (b) Discuss **two** advocacy skills that could be applied to empower women in sport in Australia. (6 marks)

One: _____

Two: _____

End of Section Two

See next page

Section Three: Extended answer

40% (50 Marks)

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

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

Suggested working time: 80 minutes.

Question 18

(25 marks)

Many individuals have researched the topic of child growth and development and put forward theories that have assisted in understanding how children learn and develop.

- (a) Erik Erikson (1902–1994) developed the theory of psychosocial development which is divided into eight stages.
- (i) Outline the main concept behind Erikson’s theory of psychosocial development. (2 marks)
 - (ii) Describe the **first three** stages of Erikson’s theory of psychosocial development. (6 marks)
 - (iii) Describe an example of how parents and caregivers can support a child’s successful completion of the second stage of Erikson’s theory of psychosocial development. (3 marks)
- (b) Jean Piaget’s theory of cognitive development proposed **four** main stages.
- (i) State the **four** main stages of cognitive development according to Piaget. (4 marks)
 - (ii) Describe **two** examples of how a secondary school student could apply Piagetian tests and observation to determine whether children of **two** different ages were progressing according to the ages and stages proposed by Piaget. (6 marks)
 - (iii) Analyse why a child might **not** demonstrate results consistent with Piaget’s theory of cognitive development during the secondary student’s testing of the child described in part (ii) above. (4 marks)

Question 19**(25 marks)**

A new housing estate is proposed for an outer-metropolitan area of Perth.

- (a) Discuss how the following principles of community development could be applied by the developers within the housing estate:
- sustainability
 - diversity
 - valuing local knowledge, culture, skills and resources. (9 marks)
- (b) New housing estates require a variety of community support systems. Identify **two** such systems that could be included in the new housing estate and discuss the impact of a government policy on the provision of each system. (8 marks)
- (c) Analyse **two** examples of how the developers of the new housing estate could facilitate social justice for the residents. (8 marks)

Question 20**(25 marks)**

The 'Wombat Warriors' are an environmental group at a local secondary school. The students in the group have identified many environmental issues and plan to promote change to these issues in their community.

- (a) Discuss how **three** communication strategies could be applied to advocate for change in community beliefs and attitudes toward a specific environmental issue. (9 marks)
- (b) Describe **two** self-management skills an individual could use to support their sustainable use of resources and lessen their environmental impact. (4 marks)
- (c) With reference to **one** community service in Western Australia, analyse how environmental, economic and social features of the service assist in addressing an environmental issue. (12 marks)

End of questions

ACKNOWLEDGEMENTS

Question 11

Bagshaw, M. (2017, January 31). Snapshot of disability statistics in Australia (Fig 1) [Infographic]. In *NDIS impact, needs & planning project: final report and business plan* (p. 6). Retrieved, April, 2020, from <https://www.cesphn.org.au/preview/ndis/1622-ndis-impact-needs-and-planning-project-final-report-and-business-plan/file>

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