



Western Australian Certificate of Education ATAR course examination, 2016

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	6	6	90	80	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 Certificate of Education ATAR course examinations are detailed in the *Year 12 Information Handbook 2016*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in this Question/Answer booklet.
3. 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.

Section Three: Answer two questions from a choice of three.

4. 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.
5. Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

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

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

Suggested working time: 10 minutes.

1. Which of the following lists includes ethical features that **must** be considered when designing services to assist families?
 - (a) cost, inclusivity, functionality, availability
 - (b) confidentiality, safety, inclusivity, lawfulness
 - (c) cost, confidentiality, respect, functionality
 - (d) lawfulness, functionality, safety, gender neutral

2. The technology process is a model for implementing change. The correct order of steps is
 - (a) implement, investigate, devise and evaluate.
 - (b) investigate, evaluate, devise and produce.
 - (c) evaluate, produce, devise and investigate.
 - (d) investigate, devise, implement and evaluate.

3. In the Five Capitals Model of sustainable development, social capital includes
 - (a) human relationships, partnerships and cooperation.
 - (b) adults, children and the elderly.
 - (c) teachers, doctors and counsellors.
 - (d) integrity, creativity and stamina.

4. Urie Bronfenbrenner's theory of ecological systems is made up of five environmental systems related to the individual. Education policy is in which system?
 - (a) macrosystem
 - (b) mesosystem
 - (c) exosystem
 - (d) microsystem

5. Community service and support programs contribute to
 - (a) a state dependent on welfare.
 - (b) an environmentally friendly sustainability model.
 - (c) a cohesive society.
 - (d) an influx of immigrants.

See next page

6. When a community service applies the Triple Bottom Line theory to its operation in an effort to become more sustainable, they **must** consider
- (a) technological, environmental and social factors.
 - (b) social, environmental and economic factors.
 - (c) cultural, economic and social factors.
 - (d) social, technological and political factors.
7. Self-management skills and strategies that enhance interactions when working in groups include
- (a) valuing local knowledge.
 - (b) using primary and secondary sources.
 - (c) active listening and rapport building.
 - (d) understanding the *Equal Opportunity Act 1984*.
8. Applying social justice as a principle of community development involves
- (a) providing community members with resources, opportunities, knowledge and skills to meet their needs.
 - (b) listening to the community's complaints and endeavouring to fix them.
 - (c) providing all members of the community with employment or training benefits.
 - (d) allowing members of the community who are dissatisfied to move away.
9. Embracing diversity within a community means
- (a) developing policy to address economic disadvantage.
 - (b) introducing techniques for conflict resolution and mediation.
 - (c) seeking to impose one world view or 'right' structure.
 - (d) the community adopts policies relevant to multiculturalism.
10. Gender and age discrimination in a workplace could be changed by employees with the implementation of an equal opportunity advocacy plan. A suitable process would include
- (a) reading up on equal opportunity in their state and demanding the employer address each of the complaints made in writing in a specified amount of time.
 - (b) organising a group of employees who believe they have been discriminated against and demanding a meeting with the workplace manager and the immediate addressing of worker complaints.
 - (c) auditing how the workplace currently complies with the *Equal Opportunity Act 1984*; meeting with the employer to get their commitment to treating employees with fairness and respect and getting them to develop a process for hearing complaints from employees.
 - (d) demanding the employer immediately become an 'Equal Opportunity' employer with threats to go to the media if this is not done.

End of Section One

See next page

Section Two: Short answer**50% (80 Marks)**

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

Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

Suggested working time: 90 minutes.

Question 11**(15 marks)**

- (a) Define the term 'advocacy'. (2 marks)

- (b) Identify and describe **one** national or global issue that a student may advocate for. (3 marks)

Question 11 (continued)

- (c) Describe how a primary information source and a secondary information source can be used to advocate on the national or global issue identified in part (b) on page 5. (4 marks)

Primary information source: _____

Secondary information source: _____

- (d) Select and discuss the application of **two** advocacy skills to empower others on the national or global issue identified in part (b) on page 5. (6 marks)

One: _____

Two: _____

Question 12

(15 marks)

'Australia's population is culturally and ethnically diverse. According to the 2011 Census data, about one-quarter of the population was born overseas and many residents who were born in Australia have a parent who was born in another country.'

- (a) (i) Identify **one** government policy that has impacted the provision of community support systems that address the growth in population diversity in Australia. (1 mark)

- (ii) Explain the impact that the government policy identified in part (a)(i) has had on the provision of community support systems that address the change in population diversity in Australia. (3 marks)

- (iii) List **two** community support services that have been developed to address the change in population diversity in Australia. (2 marks)

One: _____

Two: _____

Question 12 (continued)

(b) (i) Identify and discuss **one** changing societal attitude or value in Australia. (3 marks)

(ii) Describe an influence the changing societal attitude or value identified in part (b)(i) has had on the development, management and use of **one** specific community support system. (6 marks)

Name of community support system: _____

Development: _____

Management: _____

Use: _____

Question 13

(13 marks)

- (a) Define the term 'social cohesion'. (1 mark)

- (b) Identify **two** different community structures in Australia or overseas and list **two** factors that influence social cohesion in each community structure. (6 marks)

Community structure	Factors
One: _____ _____ _____ _____ _____ _____ _____ _____	One: _____ _____ _____ _____ Two: _____ _____ _____ _____ _____
Two: _____ _____ _____ _____ _____ _____ _____ _____	One: _____ _____ _____ _____ Two: _____ _____ _____ _____ _____

- (c) (i) Explain the relationship between social cohesion and social systems. (3 marks)

- (ii) Discuss how the relationship explained in part (c)(i) can lead to a sustainable society. (3 marks)

Question 14

(13 marks)

- (a) Specify a population group in Australia or overseas and explain how **both** a cultural and an environmental factor have impacted on the growth and development of this group. (7 marks)

Population group in Australia or overseas: _____

Cultural factor: _____

Question 14 (a) (continued)

Environmental factor: _____

- (b) (i) Discuss **one** example of how a political factor could have a positive impact on the growth and development of communities. (3 marks)

- (ii) Discuss **one** example of how a political factor could have a negative impact on the growth and development of communities. (3 marks)

Question 15

(9 marks)

After reading about the work of psychologist Lev Vygotsky, Mrs Jones decided to make changes to her classes based on the following concepts from Vygotsky’s theory of sociocultural development:

- scaffolding
- more knowledgeable other
- zone of proximal development.

(a) Identify **one** change Mrs Jones could make in the class related to each concept and outline a result of each change. (6 marks)

Change	Result of change
Scaffolding: <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
More knowledgeable other: <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Zone of proximal development: <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Question 15 (continued)

- (b) Vygotsky believes cognitive development results from an internalisation of language. Explain this statement. (3 marks)

Question 16

(15 marks)

- (a) List **three** key principles of the *Australian Human Rights Framework 2010*. (3 marks)

One: _____

Two: _____

Three: _____

- (b) Identify and explain **two** laws designed to protect human rights in Australia. (6 marks)

One: _____

Two: _____

- (c) Explain the role of the Australian Human Rights Commission and the Equal Opportunity Commission of Western Australia. (6 marks)

Australian Human Rights Commission: _____

Equal Opportunity Commission of Western Australia: _____

End of Section Two

See next page

Section Three: Extended response

40% (50 Marks)

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

Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

Suggested working time: 80 minutes.

Question 17

(25 marks)

- (a) (i) Identify and discuss **one** current national or global issue or trend that has influenced people's actions to create sustainable patterns of living. (3 marks)
- (ii) List **two** examples of changed patterns of living in response to the current national or global issue or trend identified in part (a)(i). (2 marks)
- (b) Outline how each of the elements of the Five Capitals Model of sustainable development can be applied to the improvement of a community's wellbeing. (10 marks)
- (c) (i) Draw a labelled diagram to demonstrate the Triple Bottom Line theory. (3 marks)
- (ii) Explain how the Triple Bottom Line theory can be applied to the provision of a community service or system. (7 marks)

Question 18**(25 marks)**

- (a) Who established the Millennium Development Goals? (1 mark)
- (b) The Millennium Development Goals period ended in 2015. Explain the global impact of the following **four** goals:
- eradicating extreme poverty and hunger
 - improving maternal health
 - achieving universal primary education
 - promoting gender equality and empowering women. (16 marks)

'Reduction of child mortality' was another Millennium Development Goal. According to the United Nations, 'The global under 5 mortality rate has declined by more than half, dropping from 90 to 43 deaths per 1000 live births between 1990 and 2015'.

- (c) Identify and discuss in detail **two** examples of how the reduction in child mortality has been achieved. (8 marks)

Question 19**(25 marks)**

- (a) Name and describe the **four** ages and stages of cognitive development that form Piaget's theory of cognitive development. (8 marks)
- (b) Identify the first **three** development stages of Erikson's theory of psychosocial development and explain the basic conflict Erikson suggests occurs at each stage. (12 marks)
- (c) (i) Identify **one** similarity between Piaget's theory of cognitive development and Erikson's theory of psychosocial development. (1 mark)
- (ii) Explain **two** differences between Piaget's theory of cognitive development and Erikson's theory of psychosocial development, referring to the relationship between biological and environmental aspects in each theory. (4 marks)

End of questions

ACKNOWLEDGEMENTS

- Question 12(a)** Quote from: Australian Institute of Family Studies (AIFS). (n.d.). *Some basic facts about Australian families*. Retrieved February, 2016, from <https://aifs.gov.au/facts-and-figures/some-basic-facts-about-australian-families>
Used under Creative Commons Attribution 4.0 International Licence.
- Question 18(c)** Way, C. (Ed.). (2015). *The Millennium Development Goals report 2015*. New York: United Nations, p. 5. Retrieved April, 2016, from [www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)

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