



CHILDREN, FAMILY AND THE COMMUNITY

ATAR course examination 2016

Marking Key

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

Section One: Multiple-choice

10% (10 Marks)

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

Section Two: Short answer

50% (80 Marks)

Question 11

(15 marks)

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

Description	Marks
Defines the term advocacy	2
States a fact about advocacy	1
Total	2
Answer could include: <ul style="list-style-type: none"> to assist or speak on behalf of someone or a group, where the individual or group is unable to present themselves to publicly recommend or support a change. Accept other relevant answers.	

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

Description	Marks
Identifies and describes a national or global issue that a student may advocate for	3
Identifies and describes briefly a national or global issue that a student may advocate for	2
Identifies a national or global issue that a student may advocate for	1
Total	3
Answer could include: <ul style="list-style-type: none"> poverty – advocate for change in the treatment of families living in poverty, highlighting the impact on children homelessness – highlight the plight of homeless people in an area mental health issues in adolescence – highlighting the need for recognition of a range of mental illnesses which impact on education and the need for schools to accommodate affected students child trafficking – educate the community about the statistics related to this issue and pressure governments to develop and implement policy to address this. Accept other relevant answers.	

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)

Description	Marks
2 sources x 2 marks each	
Describes how a primary information source can be used to advocate on the issue specified in part (b)	2
Mentions how a primary information source can be used to advocate on the issue specified in part (b)	1
subtotal	2
Total	4
<p>Answers could include:</p> <p>Primary information source:</p> <ul style="list-style-type: none"> • provide recorded interview with a person being directly impacted by same issue as evidence in negotiation • filming individuals impacted by the issue can provide direct evidence the issue exists • results of a survey can highlight the extent of the issue or opinions on the issue • statistics, for example from Australian Bureau of Statistics can indicate trends related to this issue • interview an expert on the issue who can provide knowledge on the issue or reflect opinion of expert as a representative in their field. <p>Secondary information source:</p> <ul style="list-style-type: none"> • newspaper articles related to the issue can track trends or public opinion on the issue or highlight individuals effected by the issue • the internet provides information related to the issue • view a documentary about the issue to provide historical perspective and/or expert opinions. Individual cases may also be highlighted. 	
Accept other relevant answers.	

- (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)

Description	Marks
2 advocacy skills x 3 marks.	
Selects and discusses the application of an advocacy skill to empower others on the issue specified in part (b)	3
Selects and discusses briefly the application of an advocacy skill to empower others on the issue specified in part (b)	2
Mentions an advocacy skill which could be applied to empower others on the issue specified in part (b)	1
Total	6
Answers could include:	
<ul style="list-style-type: none">• show proactive leadership in organising a group of interested people to work together to advocate on the issue• use a decision-making tool such as PMI or SWOT to make decisions related to the advocacy plan• use communication skills to empower those being advocated for and to gain the support of those who can make a difference such as politicians.• develop a blog indicating what happens to people who are directly impacted by the issue, showing pictures and interviews to promote public awareness• write a letter or prepare an email to a local member of parliament about the issue indicating improvements you think the government needs to make, based on your research which might include statistics.	
Accept other relevant answers.	

Question 12

(15 marks)

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

Description	Marks
States a government policy that has impacted on the provision of community support systems that address the growth in population diversity in Australia.	1
Total	1
Answers could include:	
Immigration Policy:	
<ul style="list-style-type: none"> • accepting refugees from the Syrian/Iraq humanitarian crisis • encouraging immigrants and refugees to learn English 	
Human Rights:	
<ul style="list-style-type: none"> • the Australian Government aims to support human rights through a variety of laws. 	
Accept other relevant answers.	

- (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)

Description	Marks
Explains the impact the government policy has had on the provision of community support systems that address the change in the composition of the population	3
Explains briefly the impact the government policy has had on the provision of community support systems that address the change in the composition of the population	2
States a fact about the impact of government policy on the provision of community support systems that address the change in the composition of the population	1
Total	3
Answers could include:	
<ul style="list-style-type: none"> • as the Government changes policy to allow for immigration of refugees support systems within the community should be established e.g. housing, cultural groups, access to translators, employment services to allow the refugees to have their basic needs met and allow them to participate in society and feel connected to the community • Government has introduced mandatory English lessons for immigrants, to allow them to be able to gain employment in the community, e.g. the Adult Migrant English Program (AMEP) provides up to 510 hours of free English language tuition to eligible migrants from the skilled, family and humanitarian visa streams • children in Australia have different religious backgrounds. The Government has provided funding for schools of various religious denominations • equal opportunity laws are in place and apply to most areas of public life to ensure people receive equity regardless of ethnic background. 	
Accept other relevant answers	

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

Description	Marks
2 support services x 1 mark each	
Lists a community support service	1–2
Total	2
Answers could include: <ul style="list-style-type: none"> • West Australian Council of Social Service (WACOSS) • migration agents • Metropolitan Migrant Resource Centre • The Australian Multicultural Community Services • cultural playgroups • Centrelink. 	
Accept other relevant answers.	

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

Description	Marks
Identifies and discusses a changing societal attitude or value	3
Identifies and discusses briefly a changing societal attitude or value in Australia	2
Identifies a changing societal attitude or value in Australia	1
Total	3
Answers could include: <ul style="list-style-type: none"> • greater acceptance for single parenting, e.g. people no longer feel they need stay in unhappy or abusive marriages or even need a partner to have children • it has become more acceptable for married women to work, with many women returning to the workforce after having children • divorce in Australia is more widely accepted and is no longer reliant on one party admitting fault, i.e. 'no fault divorce' • societal attitude to the need for marriage has changed, i.e. many couples are choosing not to marry and live in defacto relationships • changing attitudes to same sex marriage, as illustrated by the face book campaign where profile photos were coloured to indicate support • inclusivity for people with disabilities in all aspects of society. 	
Accept other relevant answers.	

Question 12 (b) (continued)

- (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)

Description	Marks
3 x 2 marks each	
Describes an influence on the changing societal attitude or value has had on one specific community support system	2
Identifies an influence the changing societal attitude or value has had on one specific community support system	1
subtotal	2
Total	6
<p>Answer could include:</p> <p>Development:</p> <ul style="list-style-type: none"> • Australian Government developed after school hours care system to accommodate the increase in working parents either from single parent families or where both parents need or choose to work • 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. <p>Management:</p> <ul style="list-style-type: none"> • 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 but this is closely monitored for eligibility • 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. <p>Use:</p> <ul style="list-style-type: none"> • the use of 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 to access out of school hours care further encouraging its use • mediation services like Relationships Australia being used more and 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. <p>Accept other relevant answers.</p>	

Question 13

(7 marks)

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

Description	Marks
Defines the term 'social cohesion'	1
Total	1
Answers could include:	
<ul style="list-style-type: none"> • when members of a society hold common goals and values and work together to see them realised • social connectedness • the glue that binds society together • sticking together as a society. 	
Accept other relevant answers.	

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

Description	Marks
2 community structures x 1 mark each	
Identifies a community structure in Australia or overseas	1–2
subtotal	2
2 factors x 2 marks each	
Lists two factors that influences social cohesion within a community structure in Australia or overseas	2
Lists a factor that influences social cohesion within a community structure in Australia or overseas	1
subtotal	2
Total	4
Answers could include:	
Community structure	Factors
School community	equality, fairness, lack of discrimination, acceptance of others differences, open and welcoming to others cultures and religions, freedom of speech, respect, protection from harm, consequences for breaking rules
Workplace	respect, equality, freedom from racism, being allowed to express ones cultural and religious beliefs, freedom from discrimination both sexually and racially
Sporting club or association	respect, equality, being allowed to express ones cultural and religious beliefs, freedom from discrimination both sexually and racially, fairness, feeling safe, rules to allow people to feel safe
Local government area	facilities to encourage participation in events, use of public facilities, contribution to decision making by local residents
Accept other relevant answers.	

Question 13 (continued)

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

Description	Marks
Explains the relationship between social cohesion and social systems.	3
Explains briefly the relationship between social cohesion and social systems.	2
States a fact about the relationship between social cohesion and social systems.	1
Total	3
Answers could include: <ul style="list-style-type: none"> • there is an interrelationship between the two concepts. 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 particular area with a high number of people of a cultural group, it is often linked to a lack of social systems to support this group. 	
Accept other relevant answers.	

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

Description	Marks
Discusses how the relationship can lead to a sustainable society.	3
Discusses briefly how the relationship can lead to a sustainable society.	2
States a fact about how the relationship can lead to a sustainable society.	1
Total	3
Answers could include: <ul style="list-style-type: none"> • 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 sustainability. 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. 	
Accept other relevant answers.	

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)

Description	Marks
Identifies a population group structure in Australia or overseas	1
Total	1
Answers could include:	
<ul style="list-style-type: none"> • Aboriginal communities in North-Western Australia • Curatiba community of Brazil • Australian community including every population group • ethnic community living in Perth 	
Description	Marks
2 factors x 3 marks each	
Explains how the factor has impacted on the growth and development of a specified population group in Australia or overseas	3
Explains briefly how the factor has impacted on the growth and development of a specified population group in Australia or overseas	2
Mentions or states a fact related to how the factor has impacted on the growth and development of a specified population group in Australia or overseas	1
subtotal	3
Total	6
Answers could include:	
Cultural factors:	
<ul style="list-style-type: none"> • the provision of improved housing in Aboriginal Communities in North-Western Australia to improve the health and welfare of individuals in those communities – for housing to be successful it must be respectful of cultural traditions like kinship (living in extended family groups) in its design • in the Curatiba community of Brazil there has been a cultural shift (attitudes, values and practices of the population group) by most members of the community towards sustainable practices as the only way of life • migrants and refugees enter Australia every year and add to the multi-cultural fabric of Australia. Negative outcomes include suspicion of new cultural practices to Australian including wearing of the Burqa • ethnic communities in Perth will generally provide support to members of the same ethnic community, especially when they are new arrivals to Perth. This can be advice and/or physical support. Consequently, new residents are attracted to suburbs where they know many people of their ethnic community reside. Local government and community organisations may then offer specialist services like English classes or specialist food shops servicing the ethnic population may be established. 	

Question 14 (a) (continued)

<p>Environmental factors:</p> <ul style="list-style-type: none"> • provision of improved housing for Aboriginal communities in North-Western Australia and must be made to withstand the harsh climatic conditions of the areas including being cyclone proof • sustainable public transport of the Curatiba community of Brazil has had many positive impacts on the environment • positive outcomes for Australia from the arrival of people from overseas to make their home in Australia have been the introduction of new restaurants and food stores catering for these people which are enjoyed by all Australians • ethnic community members may find it difficult to cope with the dramatic changes in environment from their original homeland to a new home in Perth. Some migrants or refugees may experience isolation as they feel unable to fully integrate into their new homeland. Efforts by cultural associations to engage people in the community can be worthwhile. <p>Accept other relevant answers.</p>

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

Description	Marks
Discusses one example of how a political factor could have positive impact on the growth and development of communities	3
Discusses briefly one example of how a political factor could have a positive impact on the growth and development of communities	2
States a fact related to how a political factor could have a positive impact on the growth and development of communities	1
Total	3
<p>Answers could include:</p> <ul style="list-style-type: none"> • Governments implement laws promoting human rights which in turn positively influences social cohesion in communities and encourages participation. • Government provides social security support to disadvantaged groups which allows all members of communities to participate in community activities and enjoy reasonable standard of living reducing negative attitudes to inequity. • Government implementing programs like 'Kidsport' makes it possible to tackle health issues in communities like obesity as well as having social benefits for both children and parents. <p>Accept other relevant answers.</p>	

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

Description	Marks
Discusses one example of how a political factor can have a negative impact on the growth and development of communities	3
Discusses briefly one example of how a political factor could have a negative impact on the growth and development of communities	2
Mentions or states a fact related to how a political factor could have negative impact on the growth and development of communities	1
Total	3
Answers could include:	
<ul style="list-style-type: none">• governments that are not democratic don't allow communities to be self-determining and therefore limit their growth and development• poor law and order can mean community members live in fear and there is a lack of community participation and social cohesion which will impact on growth and development• withdraw government agency/service due to economic constraints, e.g. close medical services/hospitals in rural communities<ul style="list-style-type: none">◦ removes employment opportunities◦ creates a need to travel longer distances.	
Accept other relevant answers.	

Question 15

(9 marks)

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

Description	Marks
3 changes and results x 2 marks each	
Identifies a change that the teacher could make and outlines a plausible result of the change	2
Identifies a change that the teacher could make that but does not give a result of the change	1
subtotal	2
Total	6
<p>Answers could include:</p> <p>Scaffolding:</p> <ul style="list-style-type: none"> • Change: Teacher demonstrates and models a specific routine a number of times until children can do it by themselves Result: Students can eventually remember and complete whole routine without the need for teacher demonstration • Change: Break down a difficult step or number of steps into smaller parts to facilitate learning Result: All students eventually master all steps. <p>More knowledgeable other:</p> <ul style="list-style-type: none"> • Change: Teacher partners most capable students with least capable students to peer tutor Result: All students eventually master all steps • Change: Teacher assigns a teacher assistant or parent helper to work with a child to practice new material when they are having difficulty learning the new material Result: Child eventually master new material. <p>Zone of proximal development:</p> <ul style="list-style-type: none"> • Change: Teacher assesses where students are at with their mastery of new techniques, extending students forward gradually from the point they are at. All students are not expected to learn the same material at the same time. Result: All students learn but at their own pace with students demonstrating an improvement in their self esteem • Change: Teacher or teacher-aide provides assistance to child learning a new, more difficult skill until that child masters the skill. Child then allowed to practice and apply the skill on their own Result: Children pick up new skills they found too hard to do on their own. <p>Accept other relevant answers.</p>	

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

Description	Marks
Explains Vygotsky's belief that cognitive development results from an internalisation of language	3
Explains briefly Vygotsky's belief that cognitive development results from an internalisation of language	2
States a fact or example about Vygotsky's belief that cognitive development results from an internalisation of language	1
Total	3
Answers could include:	
<ul style="list-style-type: none">• speech begins as a means of communication and socialising and later becomes a tool of thinking – it is not the same from birth. From initially uttering sounds that get reaction from others, a child learns the value of specific words in their culture. Thought and language are initially separate systems from the beginning of life, merging at around three years of age• language is a means by which adults communicate about the world to children – a capacity to understand the language of others opens the door to more advanced learning• inner speech, where a child is able to think in words is an important aspect of developing cognitively, learning new things, overcome tasks and obstacles, enhancing imagination, thinking, and conscious awareness• when learning a new language, one doesn't initially think in the language. This cannot be done until one has a good command of the language.	
Accept other relevant answers.	

Question 16

(15 marks)

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

Description	Marks
3 key principles x 1 mark each	
Lists a key principle of the <i>Australian Human Rights Framework 2010</i>	1–3
Total	3
Answers could include: <ul style="list-style-type: none"> • Educate and engage about human rights – in schools, community education and engagement, public sector education and training • Protect – policies, programs and legislation must be consistent with human rights • Respect – reviewing legislation to ensure it complies with human rights; educating the community about the need to respect one another • Reaffirm – commitment to promoting and protecting human rights in Australia. Accept other relevant answers.	

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

Description	Marks
2 laws x 3 marks each	
Identifies and explains a law designed to protect human rights in Australia	3
Identifies and explains briefly a law designed to protect human rights in Australia	2
States a law designed to protect human rights in Australia	1
subtotal	3
Total	6
Answers could include: <ul style="list-style-type: none"> • <i>Australian Human Rights Commission Act 1986</i> – a law governing breaches of human rights by any Commonwealth body or agency and discrimination in employment • <i>Equal Opportunity Act 1984</i> – is a Western Australian State Act which sets out grounds for discrimination and areas of public life where it applies, e.g. education and employment • <i>Disability Discrimination Act 1992</i> – protects people with any sort of diagnosed disability including mental and physical from discrimination in areas including education; access to premises; accommodation; sport and the provision of goods, services and facilities. Accept other relevant answers.	

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

Description	Marks
2 roles x 3 marks each	
Explains the role played	3
Explains the role played briefly	2
States a fact about the role played	1
subtotal	3
Total	6
<p>Answers could include:</p> <p>Australian Human Rights Commission:</p> <ul style="list-style-type: none"> the Human Rights Commission hears complaints if it was a violation by a Federal Government body and assists the claimant to receive justice if the complaint is upheld developing minimum standards for the protection of human rights, e.g. in immigration detention promote public awareness of human rights e.g. through education. <p>Equal Opportunity Commission of Western Australia</p> <ul style="list-style-type: none"> the Equal Opportunity Commission of Western Australia hears complaints under its jurisdiction, i.e. certain areas of public life and grounds of discrimination specified in the <i>Equal Opportunity Act 1984</i> such as age, gender, race, employment, disability. promote public awareness of equal opportunity e.g. through education. 	
Accept other relevant answers.	

Section Three: Extended response

40% (50 Marks)

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)

Description	Marks
Identifies and discusses a current national or global issue or trend that has influenced people's actions to create more sustainable patterns of living	3
Identifies and discusses briefly a current national or global issue or trend that has influenced people's actions to create more sustainable patterns of living	2
States a point about a current national or global issue or trend that has influenced people's actions to create more sustainable patterns of living	1
Total	3
<p>Answers could include:</p> <p>Global issue or trend – reduction of carbon footprint Australia is part of a global movement to reduce carbon emissions which will help stop the erosion of the atmosphere. People have been trying to reduce their carbon footprint at an individual level.</p> <p>Global issue or trend – genetic modification (GM) of food to improve output of food from agricultural land is an issue that the world has been looking at for some time. While the benefits of improved food output to feed the people of the globe is unquestionable, the idea of genetically modifying food has not received universal support with concern including the long-term effects of GM technology to humans and non-targeted species.</p> <p>Accept other relevant answers.</p>	

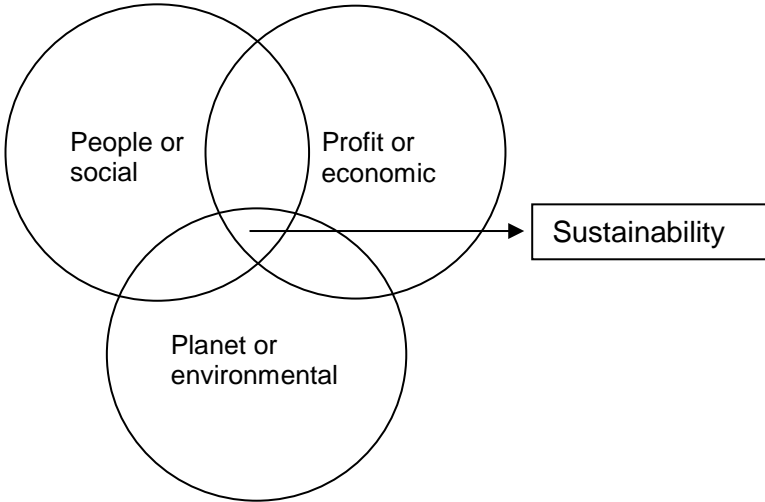
- (ii) List **two** examples of changed patterns of living in response to the current national or global issue or trend identified in part (a)(i). (2 marks)

Description	Marks
2 examples x 1 mark each	
Lists an example of a changed patterns of living in response to the issue	1–2
Total	2
<p>Answers could include:</p> <ul style="list-style-type: none"> • reduction of carbon footprint – airlines offering carbon offsets • solar panels to stop energy consumption • genetic modification of food – food labelling so you know its genetically modified so now people can choose or reject such foods. <p>Accept other relevant answers.</p>	

- (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)

Description	Marks
5 capitals x 2 marks each	
Outlines how one capital can be applied to the improvement of community's wellbeing	2
Gives one capital or refers to how it could be applied to the community's wellbeing	1
subtotal	2
Total	10
<p>Answers could include:</p> <p>The five capitals are:</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 http://5capitals.com/background.htm</p> </div> <p>Accept other applications to the improvement of a community's wellbeing.</p>	

- (c) (i) Draw a labelled diagram to demonstrate the Triple Bottom Line theory. (3 marks)

Description	Marks
<p>Draws a diagram to demonstrate the Triple Bottom Line theory.</p> <p>1 mark for each of the following:</p> <ul style="list-style-type: none"> • diagram accurately depicts theory • three elements labelled (people, planet, profit) • intersection/interplay of elements is labelled 'sustainability' 	1-3
Total	3
<p>Answers could include:</p> <p>Example</p> 	

Question 17 (c) (continued)

- (ii) Explain how the Triple Bottom Line theory can be applied to the provision of a community service or system. (7 marks)

Description	Marks
Explains how all three aspects of the Triple Bottom Line theory can be applied to the provision of a community service or system and the inter-relationship of the systems	6–7
Explains briefly how all three aspects of the Triple Bottom Line theory can be applied to the provision of a community service or system and makes reference to the inter-relationship of the systems.	4–5
Explains briefly how the three aspects of the Triple Bottom Line theory can be applied to the provision of a community service or system	3
Explains briefly how two aspects of the Triple Bottom Line theory can be applied to the provision of a community service or system	2
Explains briefly how one aspect of the Triple Bottom Line theory can be applied to the provision of a community service or system	1
Total	7
<p>Answers could include:</p> <ul style="list-style-type: none"> All aspects of the Triple Bottom Line theory need to be considered to assist in creating and maintaining sustainable patterns of living. Where the three spheres intersect (people or social, profit or economics, and planet or environment) that is where all are considered an optimal or sustainable outcome results. By addressing the social (equal opportunity, education), the economics (profit, savings, growth) and environmental (management and pollution prevention) a community system or service can be built on sustainable principles. Improving recycling within a local community like a shire is an example of where the local government area could apply triple bottom line theory to achieve this goal. The three aspects of social, economic and environmental factors must all be considered if changes to current recycling practices are to be made, i.e. will people accept the changes and how can they be encouraged to participate. Will the changes be expensive initially with new equipment required but ultimately profitable and have all environmental considerations been explored. It is only when all factors are balanced out against each other that the sustainable pattern of living can be maintained. 	
Accept other relevant answers	

Question 18

(25 marks)

- (a) Who established the Millennium Development Goals? (1 mark)

Description	Marks
United Nations	1
Total	1

- (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)

Description	Marks
4 goals x 4 marks each	
Explains in detail the global impact of a Millennium Development Goal	4
Explains the global impact of a Millennium Development Goal	3
Describes briefly the global impact of a Millennium Development Goal	2
States a fact related to a Millennium Development Goal but does not discuss the impact.	1
subtotal	4
Total	16

Answers could include:

According to the Millennium Development Goal Report (MDG) 2015, progress on the specified MDG's includes:

Eradicating extreme poverty and hunger

- United Nations (UN) describes extreme poverty as severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. The UN has agreed that living on less than \$1.25 per day is deemed extreme poverty. Hunger is described as a desire and need for food not being met. Extreme poverty and hunger depends not only on income but also on access to services. Extreme poverty and hunger has reduced by nearly 50% between 1990 and 2015. In 1990 nearly half of the population in the developing world lived on \$1.25 or less. This dropped to 14% in 2015
- the proportion of undernourished people in the developing regions has fallen by almost half. In 1990 it was 23.3%, in 2015, 12.9%
- still a marked difference in hunger prevalence in different regions of the world. Despite the progress, about 800 million people still live in extreme poverty and suffer from hunger including 160 million children under 5 years who have inadequate height for their age due to malnutrition and under nutrition.

Question 18 (b) (continued)

Improving maternal health

- maternal health refers to preparation for and prevention of pregnancy, pregnancy, birth and post-birth aspects. Since 1990, the worldwide maternal mortality rate has declined by 45% with most improvements since 2000. More births are now assisted by skilled health professionals
- more women have access to antenatal care and contraception prevalence has risen from 55% worldwide to 64%
- women in developing countries who did not receive access to Maternal Health care during pregnancy and childbirth often developed ongoing complications including Fistula and delivered still born babies
- young women in countries like Mozambique are often married by age 18 and their bodies are unprepared for pregnancy and birth and they are uneducated about the best choices for themselves and their child, this has been addressed with improved Maternal Health.

Achieving universal primary education

- it is recognised education will lead to better outcomes for individuals, families and communities
- education is vital to meeting all other MDG's and sustaining the improvements
- enrolment figures for primary education in the developing regions has improved from 83% in 2000 to 91% in 2015
- the number of children not attending primary school world-wide has also fallen
- sub-Saharan Africa has shown the biggest improvement in getting children into primary education
- according to UNESCO and UNICEF, the target to Achieve Universal Primary Education was not met by 2015
- conflict such as war has a huge impact on achieving primary education for children. According to the UN: 'In countries affected by conflict, the proportion of out-of-school children increased from 30 per cent in 1999 to 36 per cent in 2012'.

Promoting gender equality and empowering women

- many more girls are now in education at all levels, primary, secondary and tertiary than 15 years ago. The developing regions as a whole have eliminated the previous gender disparity in education
- for countries for which there is data the proportion of women in parliament across the world has doubled in the past 20 years but there is still only one in five women in parliament
- women remain at a disadvantage in the labour market. 75% of working age men participate in the labour force compared to only 50% of working age women. Women also earn 24% less than men globally.

Accept other relevant answers.

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

Description	Marks
2 examples x 1 mark each	
Identifies an example	1–2
subtotal	2
2 positive impacts x 3 marks each	
Discusses in detail an example of how the reduction in child mortality has been achieved.	3
Discusses an example of how the reduction in child mortality has been achieved	2
States an example of how the reduction in child mortality has been achieved.	1
subtotal	3
Total	8
<p>Answers could include:</p> <ul style="list-style-type: none"> • measles vaccination: Measles is a leading cause of vaccine preventable deaths among children. Measles vaccination resulted in a drop in measles deaths between 2000 and 2013 worldwide. Vaccine needs to get to babies early and it can be delivered for less than USD 1.00 for life-long protection. Unfortunately, progress towards eliminating measles through vaccination has stalled since 2010. Many children globally are not receiving the vaccination, especially in the poorest or hardest to reach areas • improved maternal nutrition: through NGO's like World Vision, UNICEF or Red Cross so that breast fed babies are better nourished and less likely to die of malnutrition • treatment of health issues amongst children like diarrhoea, pneumonia and malaria: most children who die from preventable causes do so from diarrhoea, pneumonia and malaria so access to appropriate medical care through non-government organisations like doctors Without Borders, Red Cross and World Vision • improved family and community care in struggling third world communities through organisations like UNICEF Working with governments, health providers and communities in the field, UNICEF helps families learn essential skills and basic health knowledge, particularly in the care of newborns. This includes best practices in breastfeeding and complementary feeding, hygiene and safe faeces disposal • the improvement in relation to reducing child mortality globally has not been universal. Children from poorer households are twice as likely to die compared to those from wealthier households. However, the greatest improvements in child mortality rates have been made in the poorest households indicating that progress has been made. 	
Accept other relevant answers.	

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)

Description	Marks
4 ages and stages x 2 marks each	
Names and describes an age and stage of Piaget’s theory of cognitive development	2
Names an age and stage of Piaget’s theory of cognitive development	1
subtotal	2
Total	8
<p>Answers could include:</p> <ul style="list-style-type: none"> • Birth to 2 years – Sensorimotor stage: where the child is ego-centric, they develop object permanence and mental representations of things. Simple reflexes evident; internalisation of schemas (mental representations) • 2 years to 7 years – Preoperational stage: where the thought processes are developing, vocab starts to increase. They are however child/self-centric and intuitive thinkers. Using transductive reasoning (faulty logic) • 7 years to 11 years – Concrete Operational stage: thinking in this stage becomes more rational or operational. They develop the idea of conservation. Use the concepts of reversibility, identity, and compensation • 11 years to 16 years – Formal Operations stage: shows logical systematised thinking like that more of an adult. Reasoning develops and adolescents can hypothesise and problem solve. Use of propositional thinking. 	

- (b) Identify the first **three** developmental stages of Erikson's theory of psychosocial development and explain the basic conflict Erikson suggests occurs at each stage. (12 marks)

Description		Marks
Correct stage title or age/range identified (1 mark each)		1–3
subtotal		3
3 stages explanation x 3 marks each		
Explains the basic conflict that Erikson suggests occurs at each developmental stage		3
Explains briefly the basic conflict that Erikson suggests occurs at each developmental stage		2
States an aspect of the basic conflict that Erickson suggests occurs at each stage		1
subtotal		9
Total		12
Answers could include:		
Development stage	Basic conflict	
Stage 1 Trust vs Mistrust Infancy (birth to 18 months)	Infants need to learn trust that their caregivers will take good care of them in order to develop a sense of trust in other people. If an infant is neglected or rejected this will lead to mistrust	
Stage 2 Autonomy vs Shame and Doubt Early Childhood (2 to 3 years)	Children are developing new cognitive, language and motor skills. They use these skills to express what they want and insist on doing things themselves. Therefore they develop independence, however if they are punished for doing something wrong failure can result in feelings of shame and doubt	
Stage 3 Initiative vs Guilt Preschool (3 to 5 years)	When pre-schoolers have a sense of autonomy they can make plans and carry them out (assert control and power). Success in this stage leads to a sense of purpose. However children who try to control too much and then experience disapproval may result in feelings of guilt	
Accept other relevant answers for basic conflict.		

Question 19 (continued)

- (c) (i) Identify **one** similarity between Piaget's theory of cognitive development and Erikson's theory of psychosocial development. (1 mark)

Description	Marks
Identifies one similarity between Piaget's theory of cognitive development and Erikson's theory of psychosocial development	1
Total	1
Possible answers on the ways in which the theories are similar:	
<ul style="list-style-type: none"> • both Piaget and Erikson developed theories of human development • both theories started with the child • both looked at development in stages. 	
Accept other relevant answers.	

- (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)

Description	Marks
2 differences x 2 marks each	
Explains a difference with reference to biological and environmental aspects of each theory	2
Explains briefly a difference with some reference to biological and environmental aspects of each theory	1
subtotal	2
Total	4
Possible answers on the ways in which they are different:	
<ul style="list-style-type: none"> • Piaget's theory acknowledges both biological and environmental factors. Biological factors include brain maturity and the fact that children think quite differently at different ages. Environmental factors such as education and even experiences a child is exposed to allows them to modify their learning and understanding as in Piaget's terms of assimilation and accommodation • Erikson places far more emphasis on environmental factors, particularly the way an individual is treated by others such as caregivers influencing the psychosocial outcomes they have at each stage. Nurturing by others in one's life will lead to positive outcomes while lack of appropriate care and support will lead to negative outcomes. Each stage builds upon the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future but appropriate care and addressing negative outcomes of stages can address problems. 	
Accept other relevant answers.	

ACKNOWLEDGEMENTS

- Question 17(b)** Adapted from: 5 Capitals: Environmental and Management Consulting. (2008). *About us*. Retrieved February, 2016, from <http://5capitals.com/background.htm>
- Question 18(a–c)** Information from: United Nations. (2015). *The millennium development goals report 2015*. Retrieved February, 2016, from www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20%28July%201%29.pdf
- Question 18(c)** Information from: UNICEF. (n.d.). *Millennium Development Goals*. Retrieved February, 2015, from www.unicef.org/mdg/childmortality.html

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