



# **CHILDREN, FAMILY AND THE COMMUNITY**

## **ATAR course examination 2020**

### **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	C
2	C
3	D
4	B
5	C
6	A
7	D
8	D
9	B
10	A

## Section Two: Short answer

50% (103 Marks)

## Question 11

(14 marks)

- (a) Identify the population group and list the **four** issues they face that are shown in the infograph on page 6. (5 marks)

Description	Marks
Identifies the population group	1
<b>Subtotal</b>	<b>1</b>
Lists one to four of the issues identified in the infograph	1–4
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>5</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>The population group represented in the infograph is <b>Australian people with disability</b>.</li> </ul> <p>The infograph identifies issues faced by the group as</p> <ul style="list-style-type: none"> <li>increased likelihood of living in poverty which is being so poor that you cannot provide yourself with a minimum standard of living</li> <li>less participation in the workforce which includes part-time, casual or full-time employment</li> <li>less likely to complete Year 12 with secondary employment being a key to tertiary education and future employment</li> <li>less likely to complete a bachelor's degree than the general population as linked to less likely to complete secondary education.</li> </ul> <p>Accept other relevant answers.</p>	

## 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)

Description	Marks
Three factors (x 3 marks each)	
Discusses how growth and development of the individual could be impacted by the factor(s)	3
Describes how growth and development of the individual could be impacted by the factor(s)	2
States a fact about how growth or development could be impacted by the factor	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>9</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Environmental factor(s) <ul style="list-style-type: none"> <li>◦ The geographical location of the individual, which determines access to or lack of various services can positively impact growth and development of an individual. If a person with a disability is able to access regular occupational therapy or physiotherapy for a physical disability or equipment to assist them with day-to-day living (ramps, handrails, showering equipment, car modifications etc.) having readily available services which meet the needs of the person with the disability is likely to improve growth and development outcomes. The reverse also would apply if necessary services are unavailable due to location.</li> <li>◦ Unsafe behaviours undertaken by the individual could potentially lead to a temporary or permanent disability, negatively impacting the growth or development of an individual. An example could be a mother who drinks heavily or takes illicit drugs whilst pregnant, leading to irreversible damage to the foetus, such as foetal alcohol syndrome disorder. On the other hand, if the pregnant woman leads a healthy lifestyle, there is a greater chance that growth and development of unborn child will be impacted positively.</li> </ul> </li> <li>• Economic factor(s) <ul style="list-style-type: none"> <li>◦ The infograph states that 45% of people with a disability in Australia live in poverty, meaning they have limited disposable income for housing, transport, food and recreational activities. This has a two-pronged impact on growth and development as they may need additional funding to be able to purchase modifications for housing, transport, mobility aids or carers. Living in poverty has a negative impact on growth and development as it could compromise diet which directly impacts growth, as well as creating additional stress for an individual, which compromises cognitive/emotional/social development, as well making it financially difficult to source additional assistance and medical help to support the development of the individual.</li> <li>◦ National Disability Insurance Scheme (NDIS) which people with a significant disability have access to. It is often difficult for those with disabilities to navigate the NDIS scheme and get the most from available financial assistance. Effective use of NDIS payments for short-term and long-term management of the disability will affect the growth and development of a disabled person.</li> <li>◦ People with a disability are less likely to participate in the workforce than others, leading to a lack of financial independence and reliance on other avenues for financial assistance such as payments through the NDIS. This</li> </ul> </li> </ul>	

can affect growth and development as there is limited disposable income to participate in activities which promote general wellbeing which in turn may lead to social and emotional issues.

- Political factor(s)

- National Disability Insurance Scheme (NDIS) – persons under 65 with a significant and permanent disability may have access to funding to use for therapies, programs, home modifications or recreational activities. This funding can be used at the individual's discretion to maximise growth and development and general participation in society of the individual.
- Disability Discrimination Act 1992 – The Federal Disability Discrimination Act 1992 (DDA) provides protection for everyone in Australia against discrimination based on disability.

Disability discrimination happens when people with a disability are treated less fairly than people without a disability. Disability discrimination also occurs when people are treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability.

<https://www.humanrights.gov.au/our-work/disability-rights/dda-guide-whats-it-all-about>

The DDA ensures that persons with a disability have the same rights as everyone else in the population – enabling full participation in schools, clubs, the workforce which leads to optimal growth and development. The Equal Opportunity Act 1984 (WA) also offers protection against discrimination in certain areas of public life in Western Australia.

Accept other relevant answers.

## Question 12

(18 marks)

- (a) Outline the features of a product, service and system that families may use. Use an example of each in your answer. (6 marks)

Description	Marks
Features of product, service, system (x 2 marks each)	
Outlines the features of a product, service or system with example	2
States a fact about product, service or system	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>6</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Product – item family can physically touch and use i.e. an object <ul style="list-style-type: none"> <li>◦ Example: Tablet/smartphone – A tablet/smartphone is a product that could be used by families to assist with educational research, communication and day-to-day functioning such as shopping and banking. This product can be updated through use of and purchasing applications to suit the needs of individual families.</li> <li>◦ Example: Home computer – A computer is a product that can be used by individuals and families to access information, upload documents, communicate with others and be used for employment and educational purposes.</li> <li>◦ Example: Home composter – A home composter is a product that can be purchased by individuals and families to assist with minimising the environmental impact of food wastage. Individuals and families can place food which would otherwise go into landfill into a composter and convert to fertiliser quickly and easily. This product can assist with waste disposable in the household whilst producing compost to enhance soil nutrients.</li> </ul> </li> <li>• Service – provided by a person or people, usually for payment although some services are provided for free as they are performed by volunteers. Some families or individuals may receive a service for free or lower cost if they meet eligibility criteria. <ul style="list-style-type: none"> <li>◦ Example: Childcare centre: This type of service provides care and educational opportunities for children so their parents can participate in employment or other activities.</li> <li>◦ Example: Local medical centres are a service that is provided so that individuals and families can access medical attention as necessary.</li> <li>◦ Example: Foodbank School Breakfast Program – Foodbank works with schools to provide a school breakfast program that provides donated breakfast goods to areas with socio-economic issues. This service is provided in conjunction with volunteers at the schools who order the food, and distribute it to students in their care to ensure they have a nutritious breakfast to start the day.</li> </ul> </li> <li>• System – a large organisational structure implemented by the government or aspects of the community such as non-government helping sector. <ul style="list-style-type: none"> <li>◦ Example: Western Australia’s (WA) Education System – this system includes the Education Department of WA and system sectors. This system includes kindergarten, primary and high schools and employs one of the largest workforces in WA. Every student in WA has the right to attend school and this system ensures that all children have access to an education.</li> <li>◦ Example: Human Services – The Department of Human Services provides a broad range of social and health services on behalf of the Australian Government. The department delivers Centrelink, Medicare and child support services and payments. Human Services is a federal government system that ensures that all Australians have access to affordable healthcare and financial assistance if they meet eligibility criteria.</li> </ul> </li> </ul>	

- Example: Transport system – a major aspect of WA’s transport system is public transport, specifically Transperth. Through bus and rail services the public can travel to places around the city. The services are provided on a ‘user pays’ basis, although some people can travel for free. Services are provided to locations based on specific demand.

Accept other relevant answers.

- (b) Analyse the technological and sustainable features of the product identified in part (a).  
(8 marks)

Description	Marks
Two features (technological/sustainable) (x 4 marks each)	
Analyses the technological/sustainable feature(s) of the product identified in part (a)	4
Explains the technological/sustainable feature of a product identified in part (a)	3
Describes the technological/sustainable feature of a product identified in part (a)	2
States a fact about the technological/sustainable feature of a product identified in part (a)	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Product: tablet/smartphone <ul style="list-style-type: none"> <li>◦ Technological – Technological advancements have meant that tablets are more functional and user friendly than ever before. These technological advancements mean that a person can use them for employment, leisure and day-to-day activities like banking, to make everyday life tasks easier. Technological advancements continue and so new apps become available for devices. The ability to add new apps to a tablet/smartphone as they are developed, as well as updates mean that the tablet/smartphone can have up-to-date technological features.</li> <li>◦ Sustainable – Many families are choosing to do the majority of their work/leisure activities via a tablet/smartphone as an alternative to paper mediums. Traditionally communication and reading material (news/textbooks) etc. were paper based, leading to significant pollutants during production and disposable. Sourcing this information online could be seen as more sustainable as it saves paper waste every year. Using sleep or flight mode reduces the energy consumption of the device so could also be considered a sustainable feature. Before the introduction of this feature, energy consumption was at a higher level.</li> </ul> </li> <li>• Product: Home composter <ul style="list-style-type: none"> <li>◦ Technological – Technological advancements have meant that traditional composters are now able to convert food scraps in nutrient rich fertiliser in a smaller amount of time with less odour, due to an understanding of microbe technology. This includes accelerators for composting being sprayed on.</li> <li>◦ Sustainable – Home composters are readily available to convert food scraps that would otherwise go to landfill into a valuable resource that enriches the ground with nutrients that can promote healthy ecosystems – decreasing carbon emissions and the family’s ecological footprint. Prior to their development families had the choice to create a compost pile which often attracted and bred insects such as flies. Many of the home composters on the market are made of recycled materials.</li> </ul> </li> </ul>	
Accept other relevant answers.	

## Question 12 (continued)

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

Description	Marks
Analyses the ethical features of the system identified in part (a)	4
Explains the ethical features of the system identified in part (a)	3
Describes the ethical features of the system identified in part (a)	2
States a fact about an ethical feature of the system identified in part (a)	1
<b>Total</b>	<b>4</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Education <ul style="list-style-type: none"> <li>◦ Ethical features – The Education Department provides education to all students, including those with additional needs – English as a Second Language, those in geographically isolated areas through Schools of Isolated and Distance Education (SIDE) as well as for students with disabilities. Fee relief is available for school costs to ensure all students have access. It is mandated that all students attend school through the School Education Act of 1999 until meaningful employment or advance study can be sought. The Education Department monitors attendance and follows up to ensure students are attending school regularly or are in employment. The Education department has many strategies to ensure students are safe within schools e.g. staff must hold a Working With Children Check and implement Sun Smart practices.</li> </ul> </li> <li>• Human Services <ul style="list-style-type: none"> <li>◦ Ethical features – Human Services ensures that all Australians have access to affordable healthcare through Medicare and financial assistance during times of need. As Centrelink services are often means tested it ensures that the assistance is given to those who need it most. A Medicare levy is charged to those who earn over a certain income threshold who do not hold private health insurance to attempt to help support the provision of free Medicare services and make it equitable. Not having a fixed address or bank account, language barriers and mental health issues, may present difficulties in accessing the entitlements.</li> </ul> </li> <li>• Transport <ul style="list-style-type: none"> <li>◦ Ethical features include access for the disabled, priority seating for those with mobility issues or who may be pregnant. Fare cost is varied based on economic circumstances. No racism or inappropriate behaviour is tolerated through the presence of Transperth guards and a contact number to call if the public witness inappropriate behaviour or require assistance. So whilst the service aims to be ethical, the human behaviours, such as fare evasion, taking priority seats without entitlement or exhibiting anti-social behaviours which cause discomfort for others may still occur.</li> </ul> </li> </ul> <p>Accept other relevant answers.</p>	



## 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)

Description	Marks
Identifies an Australian community	1
<b>Subtotal</b>	<b>1</b>
Two factors (positive/negative) (x 2 marks each)	
Describes a positive/negative factor that influence social cohesion in an Australian community	2
States a positive/negative factor that influence social cohesion in an Australian community	1
	<b>2</b>
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>5</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>Local community (suburb, shire)           <p>Positive factor: Community events: when held these events bring people together in the organising and when the actual event takes place. Anyone can attend and they are often free to attend, with many free activities, increasing accessibility to those on low incomes. The events lead to social cohesion as people feel more connected with their local community.</p> <p>Negative factor: These events, especially when held in the evening, often attract unacceptable behaviour like violence and theft from vehicles which may make people scared to live and socialise in their own community. Feeling scared or unsafe to participate in local events impacts negatively on social cohesion.</p> </li> <li>Church community           <p>Positive factor: People care for each other in the church community, reaching out to those in need, making them feel valued in their community. When you have been helped, you are more likely to help other members of community when in a position to do so. Being willing to help within your immediate and the wider community helps toward social cohesion.</p> <p>Negative factor: Cultural practices within the community, like wearing a certain type of dress may cause stereotypes to develop about the group in the wider community. These biases towards different cultural practices may lead to marginalisation. Negative attitudes and behaviours towards members of a certain community by the wider community is detrimental to social cohesion.</p> </li> <li>Homeless community           <p>Positive factor: Many individuals, organisations and businesses reach out to the homeless with free food and counselling services, making the homeless feel like they are part of society and not totally ignored, thus social cohesion is improved for the homeless community.</p> </li> </ul>	

**Question 13** (continued)

Negative factor: Many homeless people suffer mental illness and or addictions. The violence that occurs between homeless people and to homeless people by others, means that many people are fearful of the homeless community and they are not welcome and forced to move on rather than being accepted. Homeless people may also feel poorly connected with other homeless people as they live in fear.
Accept other relevant answers.

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

Description	Marks
Identifies an overseas community correctly	1
<b>Subtotal</b>	<b>1</b>
<b>2 factors (positive/negative) (x 2 marks each)</b>	
Describes a positive/negative factor that influences social cohesion in an overseas community	2
States a fact about a positive/negative factor that influences social cohesion in an overseas community	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>5</b>

<p>Answers could include:</p> <ul style="list-style-type: none"> <li>Curitiba Positive factor: Curitiba has introduced many initiatives towards improved sustainability including an integrated public transport system, improved recycling and the introduction of many green spaces in the city where community members meet. Each initiative has been designed to incorporate maximum resident involvement thus improving social cohesion. Negative factor: Favelas exist, where the poorest of the community exist by scavenging off rubbish tips. The basic needs of education, food, healthcare and employment opportunities are not being met for those who live there which means these individuals do not feel connected to their community and thus poor social cohesion exists for this part of the community.</li> <li>Specified country (students may write about a community they came from) Positive factor: A strong cultural heritage being passed on by families means children grow up valuing their country and wish to do things to make it better, both promoting social cohesion within their cultural group. Negative factor: Political unrest including war means that people are afraid to participate fully in their community, outside their home, limiting opportunities for interaction between community members and the development of social cohesion. Many wish to escape the country to a safer life elsewhere which is an indicator of poor social cohesion in that country.</li> </ul> <p>Accept other relevant answers.</p>
---

- (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)

Description	Marks
Analyses 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
Explains the relationship between social justice, and political and legal issues relating to families or individuals in one of the communities identified in part (a)	4
Describes the relationship between social justice, and political and legal issues relating to families or individuals in one of the communities discussed in part (a)	3
Outlines the relationship between social justice, and political and legal issues relating to families or individuals in one of the communities discussed in part (a)	2
States a fact about social justice, political or legal issues relating to families or individuals in one of the communities discussed in part (a)	1
<b>Total</b>	<b>5</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>Local community (suburb, shire) Social justice, where all individuals have access to their basic needs without discrimination, will be more likely to be evident if political and legal issues are addressed. The setting and enforcing of laws as well as applying a fair legal process through the courts system are all essential aspects of social justice for all. Unfortunately, reports in the media indicate that people often feel social justice is absent when they are victims of crime and the punishment of perpetrators is not seen by them as fair, or that the law is not applied equally to people of all backgrounds.</li> <li>Homeless community Social justice for the homeless is heavily impacted by political and legal issues. While all levels of government have policies on how they will assist the homeless, the efforts of government are insufficient to ensure social justice i.e. meeting the basic needs of homeless people. Insufficient government funding occurs for improved shelter for the homeless (a basic need). The homeless are often moved on by police at the request of local government and businesses without satisfactory alternatives being available to them. To assist in providing social justice for the homeless, government often provides funding to non-government organisations like the Salvation Army to assist in the provision of valuable services to the homeless like meals, accommodation and counselling.</li> <li>Curitiba Social justice in Curitiba is impacted by political and legal issues. Efforts have been made by past and present governments to improve the quality of living for all citizens e.g. a user-friendly public transport network, green spaces available for public use and a heavy focus on recycling. Curitiba has a reputation worldwide as one of the most sustainable cities in the world, and compared to other cities in South America has a relatively low crime rate. Despite these measures, put in place by the government, there is a section of the population that do not have access to basic accommodation or finances – which in itself is a political and legal issue that must be addressed if social justice for all, including the poorest, is to be achieved.</li> </ul> <p>Accept other relevant answers.</p>	

**Question 13** (continued)

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

Description	Marks
Discusses the relationship among social cohesion, social systems and a sustainable society	4
Explains the relationship among social cohesion, social systems and a sustainable society	3
Describes the relationship among social cohesion, social systems and a sustainable society	2
Makes a relevant comment about the relationship among social cohesion, social systems and/or a sustainable society	1
<b>Total</b>	<b>4</b>
Answers could include:	
<p>Social cohesion is defined as the willingness of members of a society to cooperate with each other in order to survive and prosper. Willingness to cooperate means they freely choose to form mutually beneficial relationships. Social systems or social structure refer to the organisational structures of a society which include families, services and government systems to support individuals and families. Strong social systems, where individuals feel supported, lead to social cohesion as individuals and families are more inclined to participate and contribute to the wider society. A sustainable society is one in which people's economic and social needs are met without compromising the available resources for future generations. Initiatives to promote sustainability will be reliant on social cohesion where all people are willing to support the initiatives and social systems to encourage participation.</p>	
Accept other relevant answers.	

## Question 14

(12 marks)

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

Description	Marks
Two reasons (x 3 marks each)	
Explains the reason for maternal deaths in third world countries	3
Describes the reason for maternal deaths in third world countries	2
States a fact about the reason for maternal deaths in third world countries	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Lack of knowledge about the need to access healthcare during pregnancy with many cultural practices established over many generations involving no outside intervention. This means many women in some developing countries do not access healthcare during pregnancy or childbirth, even if it is available hence women are more likely to die during pregnancy or in childbirth or shortly after.</li> <li>• The access to reproductive health i.e. healthcare before and during pregnancy and childbirth has found to be related to education, employment and affordability where these factors are in a negative state. There is a direct impact on not accessing necessary healthcare and hence women are more likely to die during pregnancy or in childbirth or shortly after.</li> <li>• Cultural practices, values and attitudes prevent many women in third world communities, particularly parts of Africa, from attending clinics without the permission of their husband. They may also not receive sufficient finances from the family coffers to travel to clinics. This lack of expert assistance leads to maternal deaths in some cases.</li> </ul>	
Accept other relevant answers.	

**Question 14** (continued)

- (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)

Description	Marks
Two strategies (x 3 marks each)	
Discusses a strategy that has been implemented in an attempt to improve maternal health in Third World countries	3
Describes a strategy that has been implemented in an attempt to improve maternal health in Third World countries	2
States a fact about a strategy that has been implemented in an attempt to improve maternal health in Third World countries	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>Increased spending by Third World governments to provide improved maternal healthcare has been vital to improving maternal health and reducing maternal deaths. For instance, Kenya, Ghana and Rwanda increased health budgets specifically in the area of improved health facilities/infrastructure and more trained professionals, including training more health professionals.</li> <li>Provision of skilled care during childbirth is a major factor to ensure women survive childbirth and the days soon after, which is when many women die from haemorrhaging. Skilled care has been made available through both government and non-government organisations in a variety of third world communities.</li> <li>Giving women access to contraception in third world communities has reduced the incidence of unplanned pregnancies which often resulted in unsafe abortions as families could not afford to have another child to support. Education about the correct use of contraceptive methods has been vital to the success of this strategy.</li> <li>First World countries have been targeted with information about the maternal health issues in developing countries through advertising and social media. Residents of these countries are encouraged to donate to non-government organisations (NGO's) like the Red Cross and World Vision, to allow them to provide assistance in the area of improving maternal health.</li> </ul>	
Accept other relevant answers.	

## Question 15

(15 marks)

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

Description	Marks
Two rights of the child (x 2 marks each)	
Identifies and defines one United Nations Rights of the Child	2
Identifies one United Nations Rights of the Child	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>4</b>
<p>Answers could include any of the 41 articles identified in the <i>United Nations Conventions on the Rights of the Child 1989</i>. Below are four examples:</p> <ul style="list-style-type: none"> <li>• Article 2 – Non-discrimination All appropriate measures are to be taken to safeguard that all children are protected from all forms of discrimination or punishment on the basis of beliefs, status or actions of the parents, guardians or members of the family.</li> <li>• Article 3 – Best interest of the child All actions where children are concerned, either by private or public organisations, law courts, administrative authorities or governmental bodies, the best interests of the child shall be the principal concern.</li> <li>• Article 9 – Separation from parents All parties shall ensure that all children shall not be separated from his or her parents against their will. The only circumstance when this right changes, is when competent authorities subject to judicial review, determine, in accordance with applicable law and procedures, that such separation is necessary for the best interest of the child. These determinations may be needed if there are cases of abuse or neglect by the parents.</li> <li>• Article 19 – Protection from abuse and neglect All appropriate government, administrative, social and educational measures shall take measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, by any person who has the care of the child.</li> </ul> <p>Directly quoted from the Children’s rights alliance, <i>United Nations Conventions on the Rights of the Child 1989</i>. <a href="https://www.childrensrights.ie/sites/default/files/submissions_reports/files/UNCRCEnglish_0.pdf">https://www.childrensrights.ie/sites/default/files/submissions_reports/files/UNCRCEnglish_0.pdf</a></p>	
Accept other relevant answers.	

## Question 15 (continued)

- (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)

Description	Marks
Two rights of the child (x 3 marks each)	
Explains how the Right of the Child is supported through a federal government policy	3
Describes how the Right of the Child is supported through a federal government policy	2
States how the Right of the Child is supported through a federal government policy	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>

Answers could include:

Note: government policy outlines what a government is going to do or is doing, laws set the standards of achievement for the policies.

- Article 3 – Best interest of the child
  - In Australia the best interest of the child is reflected in government policy on family law. Family Law Courts place the best interests of the child as its primary consideration and this is reflected in the Family Law Act 1975 for married couples and in Western Australia the Family Law Act 1997 for de facto couples. These laws govern how property must be shared fairly between the two parties in separation or divorce and that parenting arrangements made must be in the best interests of the child, not necessarily the parents. The family court will not automatically grant court orders, both property and parenting, which are binding on both parties, unless they consider all arrangements promote the best interests of the child at the time the orders are granted and into the future until the child is 18.
  - The Family Court will consider whether it is in the best interests of the child effected by divorce or separation of their parents, to maintain a meaningful relationship with both parents. The courts look at the current relationships of all parties, including other persons, such as grandparents. The act requires the courts to look at whether the parents have taken the necessary steps in maintaining a meaningful relationship with the child and what effect a separation will have on the child. There may also be issues of abuse or neglect that could make it undesirable for the child to see such a parent until the allegations are fully investigated.
- Article 19 – Protection from abuse and neglect
  - In Australia both state and federal governments have established child protection policies with related laws that aim to prevent child abuse and neglect and convict and punish those who are proven to commit abuse or neglect. Child protection law allows authorities to intervene in family situations where an allegation of harm or risk of harm to a child has been observed. Each state and territory in Australia is responsible for their own child protection services.
  - In Western Australia it is the Children and Community Services Act 2008. Mandatory Reporting legislation aims to ensure that all children have a right to be protected from abuse or harm. It is the responsibility of all teachers, doctors, midwives, nurses and police officers to report a belief that a child is in danger or been subjected to sexual abuse. It is every child's right to be heard and to be believed.



<ul style="list-style-type: none"> <li>• Article 2 – Non-discrimination <ul style="list-style-type: none"> <li>◦ It is federal and state government policy that all children have the right to be protected from all forms of discrimination. In Australia it is against the law to discriminate any person; adult or child of any gender, nationality, age, ability level etc. and this right is protected under Australia’s Anti-Discrimination Laws including the Equal Opportunity Act WA and the Human Rights Act. Every state and territory in Australia have their own anti-discrimination legislation. Individuals can lodge complaints about any form of discrimination, persecution and victimisation at the state and territory level depending upon the circumstances of the complaint.</li> <li>◦ A person or parent of a child with a disability has the right to have protection in place for their child and have the right to complain if they deem discrimination has taken place. This can be in the form of education; not providing adequate facilities or programs, to work placements and lack of employment opportunities because of a disability, to a child’s wellbeing not being taken into account because of their disability. A parent or carer has the right to make an official complaint and have this complaint resolved, to ensure that basic human rights are delivered in all situations and circumstances.</li> </ul> </li> </ul>
Accept other relevant answers.

- (c) Analyse how **one** of the rights identified in part (a) and the relevant federal government policy in part (b) impacts the growth and development of individuals and families in an identified community. (5 marks)

Description	Marks
Analyses how one of the rights identified in part (a) and the relevant federal government in part (b) impacts the growth and development of individuals and families in an identified community	5
Explains how one of the rights identified in part (a) and the relevant federal government in part (b) impacts the growth and development of individuals and families in an identified community	4
Describes the impacts on the growth and development of individuals and families in an identified community	3
Outlines the impacts on the growth and development of individuals and/or families	2
States an impact on the growth and development of individuals and/or families	1
<b>Total</b>	<b>5</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Family law policy: Best interest of the child <ul style="list-style-type: none"> <li>◦ In implementing the governments Family Law Policy through the Family Law Act, to protect the rights of the child, it is compulsory that the parties to the separation or divorce first attempt mediation to see if an amicable solution can be reached without the need for expensive and often painful court proceedings. Any agreements reached must still be approved by the family court to ensure they are fair to all involved but especially the children. The compulsory mediation should hopefully alleviate anger and undue stress in the Family Court process which is positive to the growth and development of children of all ages who are involved, but to the separating parents too. Where children are caught up in the messy court proceedings of their parents they may suffer physically as they don’t want to eat and have less opportunity to continue sporting activities. Cognitively they may be stressed and less effective when learning at school and have less support at home. Where mediation is successful, the children involved are more likely to feel reassured their parents</li> </ul> </li> </ul>	

## Question 15 (continued)

still love them and the separation is not their fault, thereby having far less impact on their growth and development.

- When a court makes a ruling regarding the separation of a child from a parent, the courts will need to look at the whole family and whether this is the best option for the child to ensure that their cultural heritage is not lost. Encouraging and looking to the family as a whole will allow for the child to continue to flourish in a supported family environment however this environment may change week to week. Culturally diverse marriages have a positive impact on the growth and development of children, however, a child who is removed from a parent and all relations after separation or divorce and spends little or no time in that community, may not have learnt the basic cultural requirements and knowledge to fit into their community at a later date should they wish to do so, causing confusion over their cultural identity.
- Child protection policy: Protection from abuse and neglect
  - Child protection and every child's right to feel safe is a United Nations (UN) Right that the entire Australia community has taken very seriously. The Children and Community Services Act (2004) has used this UN article to develop and structure the compulsory Working with Children Check (2004) (WWCC). There are many people who work with children and the implementation of the WWCC aims to protect these children from harm by preventing people who may wish to harm children from gaining positions that would allow them to do so. The young are ill-equipped to verbalise or discriminate issues that arise and should be guarded by legislation such as the WWCC.  
The impact that the WWCC has on the protection of children has been very positive as children are kept safe and are able to grow and develop as children should. Parents are also able to be confident that when they leave their children in the care of others, they should not come to harm. Our past history in Australia of institutionalised child abuse and the extreme impact on children's growth and development are proof of the need for such legislation and its stringent enforcement.
  - The government policy to introduce Mandatory Reporting Legislation for teachers, doctors, nurses, police officers, psychologists, boarding supervisors and midwives has required all who work with children to become more vigilant. It is a legal responsibility of these professionals to report a belief on any reasonable grounds that a child is being subjected to or has been subjected to any forms of sexual abuse or neglect. This law reflects Article 19 – Protection from abuse and neglect. Mandatory reporting reinforces the responsibility of the whole community to protect the rights of the child and create a more child-centred culture that will not tolerate abuse of children in any form. The impact that this law has had on the growth and development of children, has been the increased protection of children from harm and they can grow and develop normally instead of being traumatised by abuse which impacts on all aspects of their development. Children feel comfortable and confident in speaking up and informing people they trust, e.g. teachers when they feel unsafe and neglected.

Accept other relevant answers.

## Question 16

(15 marks)

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

Description	Marks
Explain a community partnership between a school(s) and the wider community	3
Describe a community partnership between a school(s) and the wider community	2
States a community partnership between a school and community	1
<b>Total</b>	<b>3</b>
<p>Answers could include:</p> <p>Partnerships could include the following:</p> <ul style="list-style-type: none"> <li>• Not-for-profit organisations, such as Salvation Army and a school The Salvation Army is a not-for-profit organisation that relies on its partnerships with schools to collect food and other items for the needy through Winter and Christmas Appeals and develop and create care packages. Students learn about the struggles some people face and how the Salvation Army supports them through the tough times. Students also learn how organisations such as the Salvation Army help our most vulnerable get back on their feet and to feel better about themselves and their lives. The Salvation Army collects goods, such as food, clothing and care packages that have been collected through the schools and the wider community, which is then distributed to those who need this helping hand. Another example of Salvation Army and school collaboration is the Beyond the Classroom program whereby schools learn about the impacts of health and financial issues on people in the community. Schools collaborate with the Salvation Army to develop their own community programs within their subject areas and work for the benefit of others. Care packages and the fundraising efforts see schools and students develop a social awareness of the world outside of their own.</li> <li>• Aged care facilities and school communities Aged care facilities exist in most localities that also have schools and when a partnership is formed between these two facilities, there is a two-fold effect on both the students involved and the residents of aged care facilities. Aged care facilities care for aged adults who are in need of assistance with everyday life. Collaboration with a school and students will demonstrate that there are people, particularly high school students who care about the health and wellbeing of older Australians which is very positive for the older residents. Students interact with residents by talking, listening, teaching and learning through regular contact. Students could prepare activities that link with the resident's physical abilities and encourage further collaborations. Students come away with empathy and respect from our older population that will be passed onto future generations and the elderly often have improved mental wellbeing as they are stimulated by the contact with the younger people, particularly if they don't have many visitors themselves.</li> </ul>	

**Question 16** (continued)

- Foodbank and school/s

Foodbank Australia is an organisation that has great success partnering with schools and school communities. This organisation works alongside schools to give students healthy and balanced nutrition through programs, such as Breakfast Clubs. School communities have long realised that when a child is hungry or not having a balanced diet then their concentration and behaviour can fluctuate, resulting in poor performances in the classroom. Foodbank provides food items and fruit to over 18 000 students every week, which in turn allows schools to offer students food and breakfast when none is available. Foodbank offers specialist programs like 'Food Sensations for Schools' that work alongside schools to teach children better food attitudes and skills thus encouraging healthy choices in food and to learn the benefits of looking after their bodies.

Accept other relevant answers.

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

Description	Marks
A role for each of the <b>two</b> participants (x 2 marks each)	
Describes a role of participant in the community partnership	2
Outlines a role of participant in the community partnership	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>4</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Salvation Army and school community</li> </ul> <p>Roles:</p> <p>Salvation Army</p> <ul style="list-style-type: none"> <li>◦ develop programs that assist people in need and in turn these programs are able to link into the school curriculum to ensure meaningful collaboration to enhance learning outcomes for students</li> <li>◦ appropriate interactions such as Beyond the Classroom program looks at immersing students into what the world is like for our most vulnerable</li> <li>◦ offering different interactions, such as tours, workshops and opportunities for schools to get involved allows for partnerships that fit with both the school and the organisations roles.</li> </ul> <p>Schools</p> <ul style="list-style-type: none"> <li>◦ have the role to enhance a student's learning outcomes by giving them meaningful experiences to teach respect and empathy for the less fortunate members of society</li> <li>◦ organising contact with Salvation Army and the Beyond the Classroom program allows the teacher to heighten a student's learning by participating in hands on experiences.</li> </ul> <ul style="list-style-type: none"> <li>• Aged care facility and school community</li> </ul> <p>Roles:</p> <p>Aged care facility</p> <ul style="list-style-type: none"> <li>◦ promote the benefits of a collaboration between the school and the aged care facility to the residents so that they want to get involved</li> <li>◦ make it possible for residents to participate e.g. overcoming mobility obstacles.</li> </ul> <p>Schools</p> <ul style="list-style-type: none"> <li>◦ the role of the school is to organise activities between students and the aged persons from the facility that are of mutual benefit for each groups</li> <li>◦ the school must organise activities that meet the requirements of the curriculum or go beyond the curriculum including developing values towards community service in students.</li> </ul>	
Accept other relevant answers.	

## Question 16 (continued)

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

Description	Marks
<b>One</b> responsibility for each of the <b>two</b> participants (x 2 marks each)	
Describes the responsibility of a participant in the community partnership.	2
Outlines the responsibility of a participant in the community partnership	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>4</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Salvation Army and school community Responsibilities Salvation Army <ul style="list-style-type: none"> <li>◦ Salvation Army has a responsibility to ensure that programs, such as Beyond the Classroom first protects the rights of their staff and clients by giving them the respect and privacy they deserve and ensure that schools understand the sensitivity and privacy of their clients and address this with their students before any involvement.</li> <li>◦ Salvation Army has a responsibility to ensure the safety of student participants in their programs.</li> </ul> </li> <li>Schools <ul style="list-style-type: none"> <li>◦ Schools have the responsibility to develop and prepare programs that link with the curriculum.</li> <li>◦ A teacher within a school who expands the knowledge of students by organising a hands-on experience with the Salvation Army must ensure that the involvement meets the guidelines of the schools' incursion and excursion policies, ensure permissions have been sought and students understand the rules of behaviour when representing their school.</li> </ul> </li> <li>• Aged care facility and school community Responsibilities Aged care facility <ul style="list-style-type: none"> <li>◦ The aged care facility has responsibilities to ensure they produce appropriate paperwork for schools when requested, e.g. insurance and ensure that safe facilities are available to be used for students and residents when working in partnership together and that both residents and students and teachers will be safe at all times through the implementation of Occupational Safety and Health practices.</li> </ul> </li> <li>Responsibilities Schools <ul style="list-style-type: none"> <li>◦ A school needs to complete appropriate and relevant paperwork to establish the reasons behind a proposed collaboration, what outcomes will be achieved by the students and the community and the risk management strategies in place.</li> <li>◦ A teacher within a school who expands the knowledge of students by organising a hands-on experience with an aged care facility must ensure that the involvement meets the guidelines of the schools' incursion and excursion policies, ensure permissions have been sought and students understand the rules of behaviour when representing their school.</li> </ul> </li> </ul> <p>Accept other relevant answers.</p>	

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

Description	Marks
Discusses the impact of a government policy on the community partnership identified in part (a)	4
Explains the impact of a government policy on the community partnership identified in part (a)	3
Outlines the impact of a government policy on the community partnership identified in part (a)	2
Refers to a government policy that impacts a community partnership identified in part (a)	1
<b>Total</b>	<b>4</b>
<p>Answers could include:</p> <p>The impact of a government policy on community partnerships is to enhance the outcomes for both school and the wider community and in many cases it will provide guidelines for the operation of the partnership.</p> <ul style="list-style-type: none"> <li>• The Occupational Safety and Health Act 1984 (WA) The Western Australian government, through the Occupational Safety and Health Act 1984 (WA), requires all workplaces to be a safe working environment and also safe to visitors to those worksites. This will therefore mean both schools and partnership sites should be safe places for both parties to visit. It is extremely important that schools can guarantee the safety of any place students are taken to and this Act helps to ensure this. Additionally, schools are required to ensure any place they take their students to as part of a collaboration or excursion provides the school with details of its public liability insurance prior to the visit. This insures that in the event of a serious accident during such a visit, both teachers and students will have adequate financial support. The same applies to schools who will have the insurance to protect visitors to their premises.</li> <li>• The Engagement and Working with your Community Framework 2019 The Engagement and Working with your Community Framework 2019, released by the Western Australian Education Department, has allowed schools to have a set of guidelines to work from when establishing a working collaboration. The framework states that schools who engage their students, families and the community as partners are supporting the health, wellbeing and education of students to create successful learning environments. Partnering with organisations, such as The Salvation Army and Baptistcare, schools promote positive outcomes that engage both the whole school and students in the growth of effective communication skills and community collaboration. The fostering of empathy assists in promoting a respectful school culture that values its school ethos and the wider community. The school's roles and responsibilities are to ensure that they have linked their programs and outcomes to both the curriculum and the framework for a smooth partnership. The skills and attitudes acquired through participation in a partnership between a school and an outside organisation have lifelong benefits and the existence of The Engagement and Working with your Community Framework 2019, provides a useful tool for evaluating and structuring community partnerships.</li> </ul> <p>Accept other relevant answers.</p>	

## 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)

Description	Marks
Assesses whether gender equity is evident in the sporting aspect of community life in Australia	4
Discusses whether gender equity is evident in the sporting aspect of community life in Australia	3
Outlines whether gender equity is evident in the sporting aspect of community life in Australia	2
Comments about gender equity in the sporting aspect of community life in Australia	1
<b>Total</b>	<b>4</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• An important aspect of equity is the recognition that not all people are the same. In the case of gender differences, there are slight adjustments to rules of the same sport for men and women to accommodate the differences in body structure and capabilities between men and women. The promotion of gender equity standards in all aspects of professional sports such as commentating and media reporting for AFL and cricket, has also promoted equity in sport over recent years.</li> <li>• While there have been improved opportunities and promotion of opportunities for women to play traditionally male dominated sports in Australia, including cricket and football, there are still aspects of gender inequity in these and other sports. The pay gap between men and women who play the same sport professionally is one such inequity. Publicity such as televising games is also more favourable for men than women as it is perceived that there is more interest in watching men play rather than women. Men also obtain more lucrative sponsorship deals as they are seen more through greater public exposure to their sport. There is a momentum now for girls and thus women to play male dominated sports and increased opportunities as teams are established. There is also a strong push for increased payment for women in sport that may lead to greater equity in the future.</li> <li>• The existence of the organisation, Women Sport Australia (WSA), established in 2005 in response to a perceived lack of equality in sport indicates that inequalities still exist between men and women in sport in Australia. They are the peak national advocacy body for women in sport. They work to dismiss barriers to the progression of women in sport in Australia. In particular they have in their mission is to advocate for: <ul style="list-style-type: none"> <li>◦ equal pay, workplace conditions and career progression</li> <li>◦ equal access to competition and training facilities, sports medicine and administration</li> <li>◦ equal media time, space, treatment and status</li> <li>◦ equal access to leadership and mentoring opportunities.</li> </ul> </li> </ul> <p>Accept other relevant answers.</p>	



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

Description	Marks
<b>Two</b> advocacy skills (x 3 marks each)	
Discusses how an advocacy skill could be applied to empower women in sport in Australia.	3
Describes how an advocacy skill could be applied to empower women in sport in Australia.	2
States a fact about how an advocacy skill could be applied to empower women in sport in Australia.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Goal setting for the use of greater government funding should it be made available. Requests for funding will only be agreed to where clear, measurable goals are set by those seeking the funding.</li> <li>• Teamwork between those working to have the government fund new initiatives for increasing the participation and remuneration for women's sport will be essential if the strategy is to be a success.</li> <li>• Clear communication could be used to develop an online petition which is easy to understand and is written in persuasive speech so that the public is more likely to sign.</li> <li>• Active listening by those who participate in the forums will ensure a variety of viewpoints are heard and considered.</li> </ul> <p>Accept other relevant answers.</p>	

## Section Three: Extended answer

40% (50 Marks)

## Question 18

(25 marks)

(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)

Description	Marks
Outlines the main concept behind Erikson's theory of psychosocial development	2
States a fact about the main concept behind Erikson's theory of psychosocial development	1
<b>Total</b>	<b>2</b>
Answers could include:	
<ul style="list-style-type: none"><li>Erik Erikson developed a theory that covers eight stages of development over a person's lifespan. Erikson believed that each of the stages has a crisis or conflict and that each stage needs to be completed successfully to achieve a healthy personality. Erikson believed that it is these conflicts that provide lessons and challenges to help a person to grow and develop their personality.</li></ul>	

- (ii) Describe the **first three** stages of Erikson's theory of psychosocial development. (6 marks)

Description	Marks
First three stages (x 2 marks each)	
Describes one of the first three stages of Erikson's theory of psychosocial development	2
States a fact about one of the first three stages of Erikson's theory of psychosocial development	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>6</b>
<p>Answers must include only the first three stages:</p> <ul style="list-style-type: none"> <li>• <b>Trust vs Mistrust (Birth – 1 ½ years)</b> In this stage there is a strong need for consistency in a child's care. Their care requires predictability and reliable care for the child to develop trust for their primary care giver and give the child that feeling of security. When this trust is not evident, mistrust can arise and the infant will not develop the confidence to form close bonds with others and take this mistrust into future relationships.</li> <li>• <b>Autonomy vs Shame and doubt (18 months – 3 years)</b> This stage is about the developing independence in the child. Being allowed to make some decisions in their life such as choosing what to wear or eat, their new found freedom brings about a sense of achievement and the beginning of autonomy and self-esteem. However, when a child receives constant criticism for failures and accidents, such as with toilet training, a child will start to feel inadequate, lose their self-esteem which develops into a sense of shame.</li> <li>• <b>Initiative vs Guilt (3 – 5 years)</b> This stage sees a child asserting themselves often and showing their increasing interpersonal skills. They demonstrate made up games to play with others and feel secure in this ability take the initiative to lead and make decisions. If a child is criticised or controlled in any way this can result in a feeling of guilt that will manifest into becoming followers and look upon themselves as being a nuisance. It is important in this stage to allow some freedoms so they are able to gain the knowledge of independence and a feeling of safety.</li> </ul>	

## Question 18 (continued)

- (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)

Description	Marks
Describes 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
Outlines 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	2
States 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	1
<b>Total</b>	<b>3</b>
Answers could include:	
<ul style="list-style-type: none"><li>Caregivers and parents have an opportunity to encourage the second stage of Erikson's theory, Autonomy vs Shame by allowing more independence during outside play. Caregivers and parents can allow a child to explore the outside world, beginning with their own backyards. Letting them dig, play in dirt, play with the animals and allow them to choose what they play with can foster a sense of independence and a sense of confidence. This adventurous opportunity encourages the child to decide what they want and how they want to play. Further encouragement and a sense of autonomy can be enhanced by the carer by congratulating the child on their efforts. The crisis situation that can occur in Erikson's second stage is that of Shame. When a caregivers or parents consistently criticises and admonishes a child for failures and accidents or for getting dirty, the child increasing becomes less independent and begins to doubt themselves and their abilities. A child who is encouraged will be confident with their abilities when they enter the world outside.</li><li>Toilet training is an essential developmental task of this stage. A caregiver or parent must encourage and praise a child's efforts at using the toilet/potty such as remembering in time to do so. When accidents occur, a child should never be told off as this will lead to feelings of shame in the child which would be carried on into later life. Toilet training is not learnt over night and it is essential the parent is very encouraging and helpful by providing easy to use equipment for the child so that it will be as stress free as possible. The child will therefore practice and develop autonomy through achieving this developmental task.</li></ul>	
Accept other relevant answers.	

- (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)

Description	Marks
4 stages (x 1 mark each)	
States one to four main stages of cognitive development according to Piaget	1-4
<b>Total</b>	<b>4</b>
Answers could include:  Jean Piaget developed a theory that identified four main stages of cognitive development that occur between birth and 16 years of age:	
<ul style="list-style-type: none"><li>• Sensorimotor Stage</li><li>• Preoperational Stage</li><li>• Concrete Operational Stage</li><li>• Formal Operational Stage</li></ul>	
Do not accept other answers.	

## Question 18 (continued)

- (ii) Describe **two** examples of how a secondary school student can apply Piagetian tests and observation to determine if children of **two** different ages are progressing according to the ages and stages proposed by Piaget. (6 marks)

Description	Marks
Two examples of Piagetian tests (x 3 marks each)	
Describes an example of how a high school student can apply a Piagetian test and observation to determine if children of a specific age are progressing according to the ages and stages proposed by Piaget	3
Outlines an example of how a high school student can apply a Piagetian tests and observation to determine if children of a specific age are progressing according to the ages and stages proposed by Piaget	2
Identifies an example of a Piagetian test relevant to a stage proposed by Piaget	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li> <b>Sensorimotor Stage</b>            During the infant stage, (Birth – 2 years), high school students could test the theory that infants from 4 months onwards should be able to identify that objects that are hidden still exist using Piaget’s Object Permanence test. An example could be showing an infant a favourite toy and then hiding that toy under a blanket and observing whether that infant has realised the toy exists and is looking for it under the blanket or believes it has gone and moves on to something else. This allows the student to report if the infant is progressing as Piaget predicted as they would not realise it still exists if under 4 months or would realise it exists if greater than 4 months.         </li> <li> <b>Preoperational Stage</b>            Piaget believed that typically children are egocentric in the Preoperational stage and that his Three Mountains Test could be used to determine if they had moved into the Concrete Operational stage. With this test, Piaget showed a child a model of three different mountains, each looking slightly different. The child was able to walk around the whole model, then sit down again. A dolly was then placed at different places and child was asked what the dolly would be seeing. If the child gave an answer that corresponded with what they would be seeing, they were still egocentric, as Piaget expected, but if they could correctly describe what the dolly would see, they were not egocentric.         </li> <li> <b>Concrete Operational Stage</b>            In this stage the logical thought processes develop from a child’s thought to an adult logic. An example of testing this is using the concrete operations test for conservation of mass. The student would roll two pieces of play dough into the same sized balls and check the child agrees that they are the same. If this is agreed upon then the student can roll one ball into a sausage and ask again if this is still the same amount of play dough. If this is agreed upon this then the child has achieved conservation of mass. Children do not achieve all aspects of conservation including volume and number at the same time.         </li> </ul> <p>Accept other relevant answers.</p>	

- (iii) Analyse why a child might **not** demonstrate results consistent with Piaget's theory of cognitive development during the secondary student's testing of a child described in part (ii) above. (4 marks)

Description	Marks
Analyses why a child may not demonstrate results consistent with Piaget's theory of cognitive development	4
Explains why a child may not demonstrate results consistent with Piaget's theory of cognitive development	3
Describes why a child may not demonstrate results consistent with Piaget's theory of cognitive development	2
States a fact about why a child may not demonstrate results consistent with Piaget's theory of cognitive development	1
<b>Total</b>	<b>4</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• There is a criticism that most of Piaget's testing was performed on his own children so there was an absence of a suitable sample size on which to base his theory. It is commonly agreed that children do not follow a neat pattern of development that coincides with Piaget's stages and in fact they may be ahead in some areas like conservation of number yet not understand conservation of mass.</li> <li>• Environmental factors such as the distraction of other students conducting their testing in the same space such as a classroom could mean that the children being tested take their cues on how to answer from what is going on in other testing pairs. The results would not then be a true indication of what a child knows when deciding whether the child is working at the stage predicted by Piaget.</li> <li>• Incorrect testing technique by the secondary student, such as how they explain the test could unduly influence the child being tested. Piaget has very specific ways for explaining his tests such as the conservation tests and the three mountains test for egocentricity. If the secondary student did not use the correct wording, they could unwittingly influence the child to say what they think they are supposed to say rather than what they actually think.</li> </ul>	
Accept other relevant answers.	

## Question 19

(25 marks)

(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)

Description	Marks
<b>Three</b> principles of community development (x 3 marks each)	
Discusses how the principle of community development, could be applied by developers within the housing estate	3
Describes how the principle of community development, could be applied by developers within the housing estate	2
States a fact about how the principle of community development, could be applied by developers within the housing estate	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>9</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• <b>Sustainability</b> Sustainability refers to keeping environmental, social and economic factors in balance. The developers must consider this in relation to all aspects of the housing estate for example the recreational facilities and areas they provide like parks must be built so they minimise environmental impact, are good value for money, possibly making use of free or recycled materials and provide the sorts of facilities families in the area will use. The developers should also position important services like health, childcare, education and retail in an area most accessible to families, consider its environmental impact by installing solar power and effective recycling, both of which would offer economic benefits.</li> <li>• <b>Diversity</b> Diversity refers to understanding and encouraging the uniqueness of individuals including race, physical abilities, religious beliefs and socio-economic status. The developers encourage a diverse range of people to settle in the estate by not discriminating against anyone when deciding on resources and facilities for the estate and all should feel welcome. A variety of physical abilities should be catered for in parks which traditionally have only suited able-bodied individuals e.g. a wheelchair can't go onto a sandy playground but including the soft fall surface instead makes this possible. Play equipment using braille would encourage use by the visually impaired. The developers should set aside land for building churches of many denominations who would like to build a church in the estate but position the churches in a thoughtful manner to all residents as churches can generate noise. Housing lots (blocks) should be available in a variety of price ranges to suit all socio-economic backgrounds and financial assistance could be provided by developers to assist those on low incomes to enter the housing market.</li> </ul>	



- Valuing local knowledge, culture, skills and resources

While developers of the estate will initially develop it without their future residents, they should consider past use of the land by speaking to current residents i.e. owners of the land on which the development will take place. These might be farmers or an indigenous group. They should listen to their advice on managing the environmental resources in the area such as ground water or preserving local flora and fauna. Once residents are in the new housing estate, they should be consulted about future expansion and their ideas based on cultural background may be incorporated. The resources of the area, particularly bushland that will need to be cleared should be incorporated into the new estate by replanting cleared plants into green areas of the estate or mulching and using mulch. Involving residents in environmental initiatives like tree planting would increase social cohesion.

Accept other relevant answers.

## Question 19 (continued)

- (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)

Description	Marks
<b>Two</b> community support systems (x 4 marks each)	
Identifies a community support system that should be included in the housing estate and discusses how a government policy impacts on the provision of the system	4
Identifies a community support system that should be included in the housing estate and explains how a government policy impacts on the provision of the system	3
Identifies a community support system that should be included in the housing estate and states a government policy that impacts on the system	2
Identifies a community support system that should be included in the housing estate	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• <b>Childcare system</b> While childcare centres run as businesses and must therefore be economically viable, developers of the estate will need to make it economically attractive to childcare centre operators to come into the new estate as it will be a major requirement of families. The government has policies impacting on this type of system including providing childcare payments to families to assist with the cost of childcare (means tested) and closely monitoring the functioning of childcare centres through the National Quality Framework for Early Childhood Education which means all children attending a childcare centre are given education not just supervision. Compulsory immunisation policy for children who attend childcare centres if they are to receive childcare assistance is another policy that impacts on the childcare system.</li> <li>• <b>Health system</b> A variety of medical services in the estate will be considered by families. It is government policy that all Australian residents have access to free healthcare and this is done through Medicare, where the government covers the cost of basic healthcare services. Many new general practitioner (GP) medical systems will bulk bill all patients to attract new customers to the service or they may need to charge above what the government contributes so patients make a 'gap payment'. Where a new estate does not have a GP service, government policy to fund mobile GP's free of charge will benefit residents. It is also government policy to make health advice available over the phone to help patients decide whether they need to see a doctor will benefit residents through the 'Health Direct' system.</li> <li>• <b>Public transport system</b> Access to public transport will be important to families and individuals who settle in new estates on the outskirts of the metropolitan area. Initially only bus services will be funded by the government as it is government policy to not fund trainline extensions until they know the trains will be filled as it is very expensive to build trainlines and stations and provide extra trains. It is more economical to provide buses initially. It is part of the state government's public transport policy that the bus services lead to train services where possible as it is efficient for commuters to travel large distance by train rather than bus as they are faster and more people can be carried. The government makes decisions about new trainline development based on urban</li> </ul>	

sprawl and the number of people settling in an area which can be seen by development of Joondalup line out to Butler with plans to move beyond and the new rail-line planned to Ellenbrook as well as expansion on all other lines over the years.

Accept other relevant answers.

## Question 19 (continued)

- (c) Analyse **two** examples of how the developers of the new housing estate could facilitate social justice for the residents. (8 marks)

Description	Marks
Two examples (x 4 marks each)	
Analyses an example of how the developers of the new housing estate could facilitate social justice for the residents	4
Explains an example of how the developers of the new housing estate could facilitate social justice for the residents	3
Describes an example of how the developers of the new housing estate could facilitate social justice for the residents	2
States an example of how the developers of the new housing estate could facilitate social justice for the residents	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Holding cultural events to encourage acceptance of people of all ethnic and religious backgrounds Cultural events held in a community are a good strategy to share the positive aspects of a particular group so that they are more accepted by the wider community. Multi-cultural events are generally more successful in encouraging acceptance than single culture events where people might not feel inclined to attend. The events will need to be well run and include security for the event so that those who attend feel safe.</li> <li>• Ensuring access to community facilities for people of all abilities It is now law that all buildings and facilities provide access for people of all abilities and the developers must ensure they comply with this legislation and even go beyond what is expected to make the facilities really appealing to those with disabilities. Conducting focus groups with a range of disabled people to get ideas on developing the best possible facilities would be a positive step. Failing to address the needs of disabled people will mean they are isolated from facilities and less able to participate in their local area.</li> <li>• Ensuring community facilities in the estate are affordable It is common for residents who settle in the estates on the outskirts of Perth to experience mortgage stress where they may find it difficult to meet their mortgage payments and all the other expenses they have, including transport. Living on the outskirts of the city means they often travel a long way for work adding to fuel costs. It is therefore important that local facilities are free, good value for money if you do need to pay and/or means tested where you pay less or not at all if your income is less. Not being able to use community facilities as you can't afford to leads to feelings of social isolation and low self-esteem and it is an example of social-injustice if you do not have the same access to the resources of a community that others do.</li> <li>• Ensuring support services are established for all age groups in the estate Providing access to childcare services, activities for teens like skate parks and exercise parks, aged care centres and villages and exercise parks that suit all age groups would be an example of ensuring social justice for residents. When facilities are in abundance for one age group or type of family such as families with young children, but totally lacking for other groups like teenagers, this is an issue of social injustice i.e. certain age groups or family types have been favoured over other age groups.</li> </ul>	
Accept other relevant answers.	

## Question 20

(25 marks)

- (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)

Description	Marks
<b>Three</b> communication strategies (x 3 marks each)	
Discusses a communication strategy that could be applied to advocate for change in community beliefs and attitudes toward an environmental issue	3
Describes a communication strategy that could be applied to advocate for change in community beliefs and attitudes toward an environmental issue	2
States a fact about a communication strategy that could be applied to advocate for change in community beliefs and attitudes toward an environmental issue	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>9</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Online petitions – An online petition developed by the group could be used via social media to educate members of the public on climate change, pollution or animal/plant extinction rates. By using social media, it is a cost-effective way to communicate a message about an issue to hundreds, even thousands of people and conducting an online petition to gain support to further advocacy avenues such as trying to get changes to local government or state policies or laws. By reaching such a large audience, community attitudes and beliefs could be swayed to meet the desired goal. The petition message will need to be written in concise yet persuasive language.</li> <li>• Peaceful protests – Peaceful protests by the group could be arranged and organised within their school and amongst the wider community to demonstrate that there is a strong push for environmental issues to be addressed. Similar protests occurred across the globe in 2019 to alert governments worldwide that young people want climate change action to occur at a political level. A peaceful protest is a very visual way to communicate the values and beliefs of a large section of the community. Communication skills both verbal and nonverbal are used during peaceful protests.</li> <li>• Lobbying members of parliament – Lobbying members of parliament is a powerful way of seeking representation to provide change in policy and give a voice to the attitudes and beliefs of the community. Members of parliament are elected to represent the electorate and make policies and changes that reflect the beliefs and values of the people in their area. By the high school group lobbying member of parliament through letters, petitions or face to face meetings, a variety of verbal communication skills will be employed and the public are given a voice on environmental issues.</li> </ul>	
Accept other relevant answers.	

**Question 20** (continued)

- (b) Describe **two** self-management skills an individual could use to support their sustainable use of resources and lessen their environmental impact. (4 marks)

Description	Marks
Two self-management skills (x 2 marks each)	
Describes self-management skill an individual could use to support the sustainable use of resources and lessen their environmental impact	2
States a self-management skill an individual could use to support the sustainable use of resources	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>4</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Goal setting – A person could make a goal for how they could use their resources more sustainably (e.g. reduce water usage through timed showers, recycle more electronics correctly, upcycle clothes so that less go into landfill) to make changes which could minimise their carbon footprint and achieve sustainable practices in their day to day life.</li> <li>• Resource management – Managing use of day to day human and non-human resources is a self-management skill. An individual could swap their use of non-human resources to more sustainable options e.g. instead of using herbicides in the garden to kill weeds, pull the weeds.</li> <li>• Budgeting – Budgeting could be undertaken by an individual to see if changing to sustainable behaviours may be more economically viable long-term i.e. solar panels are a large initial outlay, but over many years save the use of finite resources and save the individual money.</li> <li>• Reflection – A person could reflect upon their current lifestyle behaviours towards sustainability and audit where changes could take place to use resources more sustainably. Reflection should be ongoing and lead to positive changes to reduce a person's environmental impact.</li> </ul>	
Accept other relevant answers.	

- (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)

Description	Marks
Three features (environmental/economic/social) (x 4 marks each)	
Analysis of how the features of the service assists in addressing an environmental issue	4
Explanation of how the features of the service assists in addressing an environmental issue	3
Describes how the features of the service assists in addressing an environmental issue	2
States a fact about the features of the service which assists in addressing an environmental issue	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>12</b>
<p>Answers could include:</p> <p>Examples could include three features of the Good Samaritan, Perth City Farm and Foodbank:</p> <ul style="list-style-type: none"> <li>• The Good Samaritan Industries community service, addresses the environmental issue of clothing and household goods going into landfill. <ul style="list-style-type: none"> <li>◦ Environmental features – There are Good Samaritan stores all over the metropolitan area and country outlets in Northam and Mandurah as well as donation bins for the public to part with goods. The Good Samaritan Industries promotes sustainable use of resources by accepting donations of clothing and goods that would otherwise end up in landfill from the general public. These goods are then sold at an inexpensive price point to purchasers, preventing the environmental degradation that would occur from purchasing a new garment. Any goods deemed unfit for sale are shredded and sold to businesses as rags. The location of the stores as well as environmental benefit they offer mean they make a positive contribution to sustainability in the Western Australian community. Ideally the stores would be available state wide but in locations where a Good Samaritan store does not exist, there will more than likely be another Op Shop such as St Vincent De Paul or Red Cross etc.</li> <li>◦ Economic features – The Good Samaritan stores are able to sell goods for a very low price point due to the donations of goods it receives from the general public. In addition a network of volunteers, give their time for the service to run. Persons with disabilities are employed and paid a small amount by the organisation, with the remainder of their wages subsidised by the government to promote meaningful contributions to the workforce. The low price point of garments is a positive feature as it encourages the consumer to purchase second hand clothing, lessening the environmental impact. While people on low income often shop at these stores out of economic necessity, more and more people use this type of store in an effort to lessen their impact on the environment by purchasing used instead of new and also purchasing with a vision to upcycle to create something new.</li> <li>◦ Social features – The Good Samaritan Industries promotes social inclusion in society by providing employment opportunities for volunteers, as well as providing meaningful employment for persons with disabilities. In addition, it provides a place where everyone can come including those less financially advantaged and receive inexpensive clothing and goods. There may be a</li> </ul> </li> </ul>	

## Question 20 (continued)

social stigma attached to second hand goods for some consumers, which is a shame as they may be less likely to use this service. Social media such as Instagram and Pinterest demonstrate the great things people do with items from Op shops and this will lead to increased use of the stores.

- Perth City Farm addresses the environmental issues of a lack of healthy green spaces in the city and a lack of knowledge by many members of the public about how they can be more sustainable.
  - Environmental features – Perth City Farm was originally transformed from a toxic wasteland in the heart of the city to a thriving community garden and community hub that could benefit all. City Farm aims to educate individuals on permaculture and the importance of living sustainably. The café uses fresh produce from the gardens onsite. Compost is made onsite to fertilise gardens. Organically certified products are produced and sold to the public. The farm runs tours to share the values of sustainable living with school children. These environmental features educate people on a way of living which lessens pollution, carbon footprint and shows a way of life that is better for the environment. This is a good service to educate people on environmental issues and make changes in their everyday living. While there is just one City Farm in Perth, spreading the concept to other areas of the city would be useful. Community gardens go some way towards doing this.
  - Economic features – Perth City Farm sources income from school tours, the hire of facilities for events including weddings and selling produce through the restaurant and to the general public on market days. In addition to a paid workforce many volunteers give their time to learn valuable skills or as part of the work for the dole program. Some of the produce can be expensive to purchase which may put a consumer off supporting this service. On the whole it is a worthwhile service that promotes positive environmental behaviours.
  - Social features – Perth City Farm’s original workforce comprised of volunteers and unemployed youth who wanted to build a thriving community hub for all to enjoy. Now, Perth City Farm provides opportunities for those on the Work for the Dole Program to learn valuable skills that can assist with employment. This is a good program as it is inclusive to all whilst educating people in the importance of sustainable living behaviours which improve our environment. It is also educational for participants.
- Foodbank addresses the environmental issue of useable food going into land fill rather than to people in need.
  - Environmental features – All operations are directed through the Foodbank warehouse in Kewdale where donated produce is received and transported to areas/people in need - some being the most remote areas of the state. Foodbank assists with minimising food waste, by accepting food stuffs that are deemed not suitable for sale, donated or near the expiry date to distribute to those at risk of food insecurity, saving landfill. Whilst there are emissions produced when the food is transported, the service is good for the environment as it redistributes food to where it is needed, curbs wastage and assists those who need it most.
  - Economic features – The programs run by Foodbank are expensive to operate and donations by governments, small and large businesses and large private



corporations are essential for the maintenance and operation of Foodbank. In addition, the workforce is made up of a large portion of individuals who volunteer their time to make the service viable and the food available to be sold at such a low price point. Programs within the Foodbank umbrella are often run on a grant basis which can be a negative if the grants don't roll over year to year. It is important that economic viability of this service continues as it assists with minimising food wastage and preventing food insecurity amongst the population.

- Social Features – Foodbank seeks to provide respite for those at risk of food security by acting as the middle man between suppliers and charitable organisations. In addition to a paid workforce, Foodbank gives employment opportunities to persons with a disability, individuals on the Work for the Dole program and occupants at Bandyup Women's Prison who are due for release in the near future. In addition to this, Foodbank aims to educate the public on healthy eating. The social features of this service ensure the good work they do for the environment and the public continues.

Accept other relevant answers.

## ACKNOWLEDGEMENTS

- Question 11(b)** Political factors, dot point 2 from: Australian Human Rights Commission. (n.d.). *DDA guide: What's it all about*. Retrieved July, 2020, from <https://humanrights.gov.au/our-work/disability-rights/dda-guide-whats-it-all-about>  
Used under Creative Commons Attribution 4.0 International licence.
- Question 15(a)** Answer adapted from: Children's Rights Alliance. (2010). *The United Nations Convention on the rights of the child*. Retrieved July, 2020, from [https://www.childrensrights.ie/sites/default/files/submissions\\_reports/files/UNCRCEnglish\\_0.pdf](https://www.childrensrights.ie/sites/default/files/submissions_reports/files/UNCRCEnglish_0.pdf)
- Question 17(a)** Answer adapted from: Women Sport Australia (WSA). (2020). *Partners*. Retrieved July, 2020, from <http://womensportinternational.org/index.php/partners/>
- Question 18(a)(ii)** Answer information from: McLeod, S. (2018). *Erik Erikson's stages of psychosocial development*. Retrieved October, 2020, from <https://www.simplypsychology.org/simplypsychology.org-Erik-Erikson.pdf>
- Question 18(b)(ii)** Sensorimotor stage information from: McLeod, S. (2019). *Sensorimotor stage of cognitive development*. Retrieved October, 2020, from <https://www.simplypsychology.org/sensorimotor.html>  
Preoperational stage information from: McLeod, S. (2018). *The preoperational stage of cognitive development*. Retrieved October, 2020, from <https://www.simplypsychology.org/sensorimotor.html>

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.