



ATAR course examination, 2024

Question/Answer booklet

CHILDREN, FAMILY AND THE COMMUNITY

Please place your student identification label in this box

WA student number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes

Working time: three hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer booklet

Multiple-choice answer sheet

Number of additional
answer booklets used
(if applicable):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,
correction fluid/tape, eraser, ruler, highlighters

Special items: nil

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of examination
Section One Multiple-choice	10	10	10	10	10
Section Two Short answer	7	7	90	108	50
Section Three Extended answer	3	2	80	50	40
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2024: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.

2. Answer the questions according to the following instructions.

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

Section Two: Answer all questions in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.

Section Three: Answer two questions from a choice of three. Write your answers in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.

3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

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

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

Suggested working time: 10 minutes.

1. A student was looking to compare information from a primary and secondary source of Greta Thunburg's speech at the United Nations Climate Action Summit. Select the stimulus that includes both a primary and secondary source.
 - (a) The transcript and a video of the speech which was uploaded to social media.
 - (b) An opinion piece and survey statistics showing the impact of the speech.
 - (c) The transcript and a newspaper article on the impact of the speech.
 - (d) A photograph taken while the speech was being made and a transcript of the speech.

2. The technology process can be used for developing and implementing a model for advocacy. It involves assessing the impact of the model by analysing the overall effectiveness in promoting a cause. Which of the following is an example of how an advocacy model can be evaluated?
 - (a) researching the advocacy issue by collecting and analysing data
 - (b) collating data from surveys and feedback from your target audience
 - (c) engaging the community through social media platforms
 - (d) designing an advocacy campaign that requires people to act

3. Which of the following considerations are relevant when analysing the ethical features of a product designed for individuals and families?
 - (a) energy efficiency, accessibility, diversity
 - (b) innovation, community involvement, health and wellbeing
 - (c) fair labour practices, inclusion, logo design
 - (d) materials and manufacturing, innovation, security

4. Joel is a successful manager at a busy café that requires him to work long hours, limiting his time spent with his children. Identify self-management strategies that he could apply to enhance his relationships with his family.
 - (a) reflect on commitments and set goals to regulate behaviour
 - (b) use organisation and time management skills to prioritise tasks
 - (c) actively listen and communicate assertively when at work and at home
 - (d) keep a journal to reflect on emotions and document experiences

See next page

5. Social cohesion is essential to the functioning of communities in Australia and overseas. Factors that positively impact social cohesion include
- (a) social stability, laws that reflect common values, human rights violations enforced by authorities.
 - (b) shared language, shared customs, shared celebrations supported by local communities.
 - (c) shared customs, cultural celebrations within local communities, a highly regarded education system.
 - (d) acceptance of diversity, addressing disadvantage, laws that reflect common values.
6. The Burke family has migrated to Australia and moved to a remote country town. They have enrolled their child at the local primary school and the family are beginning to build friendships. Using Bronfenbrenner's ecological systems theory, identify the systems that will have the most impact on the child.
- (a) chronosystem, mesosystem, exosystem
 - (b) microsystem, mesosystem, exosystem
 - (c) macrosystem, microsystem, chronosystem
 - (d) exosystem, macrosystem, microsystem
7. A potential impact of the United Nations Sustainable Development Goal (SDG), 'decent work and economic growth' is
- (a) a decrease in global poverty rates.
 - (b) an improvement in water quality and sanitation.
 - (c) an advancement in renewable energy.
 - (d) a reduction in greenhouse gas emissions.
8. The United Nations Sustainable Development Goals (SDGs) foster collaboration and cooperation on a global scale. The central aim of 'partnerships to achieve a goal' is
- (a) alleviating the impacts of climate change through innovative technologies.
 - (b) enhancing universal access to healthcare and reducing disease prevalence.
 - (c) strengthening global alliances to share resources and knowledge.
 - (d) promoting sustainable and responsible consumption of natural resources.
9. Building strong self-advocacy in young children will enhance their confidence as future adults. The important skills when self-advocating are
- (a) self-awareness, egocentrism, empathy.
 - (b) entitlement, motivation, organisation.
 - (c) motivation, self-awareness, empathy.
 - (d) empathy, effective communication, egocentrism.

10. The *Universal Declaration of Human Rights 1948* is a global agreement that recognises all people everywhere as being equal. The main purposes of the Declaration are
- (a) peace, justice, freedom.
 - (b) freedom, culture, protection.
 - (c) equality, rights, privilege.
 - (d) vision, future, religion.

End of Section One

See next page

Section Two: Short answer

50% (108 Marks)

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

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

Suggested working time: 90 minutes.

Question 11

(19 marks)

The Waldorf family is an extended household currently residing together in a spacious home in the southern suburbs of Perth.

Rona and David, a recently married couple, share the house with their 6-month-old baby, Kai. David's teenage daughter, Hannah (19), has recently returned home following a breakup with her boyfriend. Also, part of the household is Rona's 8-year-old daughter, Lauren, who has been feeling upset at school. She excels in painting and enjoys spending time with baby Kai.

In a decision to support David's elderly parents, Rona and David opted to move in with them, demonstrating their commitment to family and a desire to provide assistance to their loved ones in their later years.

- (a) Identify and justify a developmental stage from Erikson's theory of psychosocial development that is **most** relevant to each family member listed in the table below.

(15 marks)

Family member/s	Stage of psychosocial development	Justification
Rona and David		
Kai		
Hannah		
Lauren		
David's Mum and Dad		

See next page

- (b) Describe **two** ways a family member can contribute to ensuring a positive outcome in Kai's developmental stage. (4 marks)

One: _____

Two: _____

Question 12

(14 marks)

(a) Describe **one** way a community addresses disadvantage.

(2 marks)

(b) Describe how valuing local knowledge, culture and resources can enhance community development.

(6 marks)

Local knowledge: _____

Culture: _____

Resources: _____

- (c) Explain **two** political factors that could impact on the growth and development of a population group in an Australian community. (6 marks)

One: _____

Two: _____

Question 13

(25 marks)

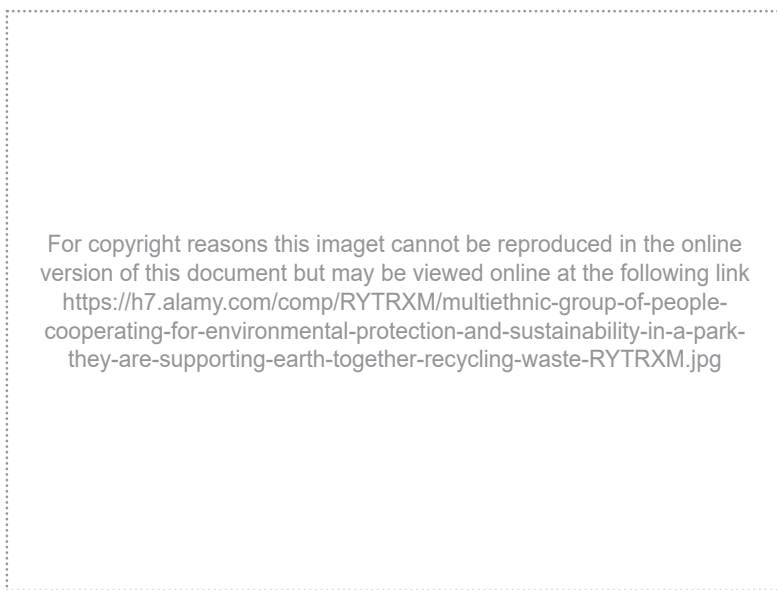


Figure 1: A long way to go to ensure net zero

Consider the image above.

- (a) Identify and describe how a product, service and system could be used to enhance the relationship between social cohesion and a sustainable society. (9 marks)

Product: _____

Service: _____

System: _____

- (b) With reference to the product identified in part (a), explain **one** benefit of considering the functional factors and **one** benefit of considering the social factors when developing a product. (6 marks)

Functional: _____

Social: _____

Question 13 (continued)

- (c) With reference to the service identified in part (a) on page 10, describe **two** cultural factors to be considered when developing a service. (4 marks)

One: _____

Two: _____

- (d) With reference to the system identified in part (a) on page 11, explain **one** environmental and **one** economic factor when evaluating a system. (6 marks)

Environmental: _____

Economic: _____

Question 14

(15 marks)

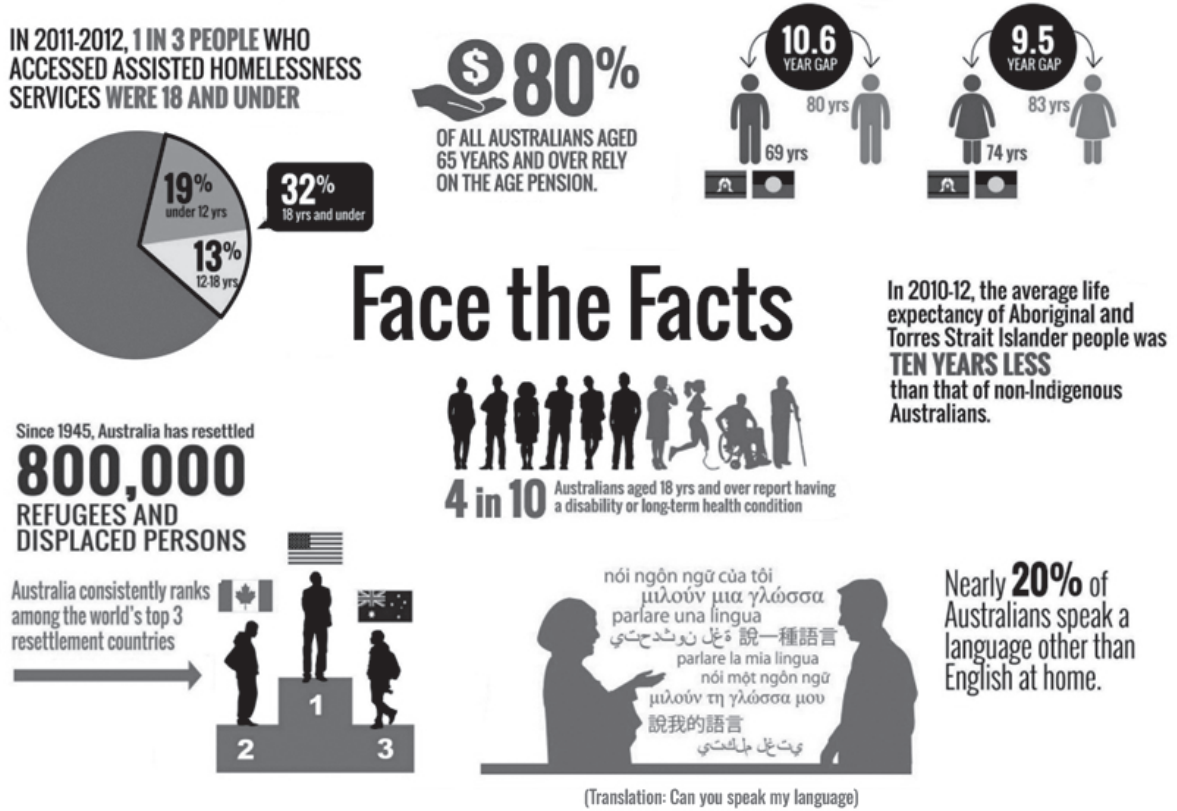


Figure 2: Australian Human Rights Commission infographic 'Face the Facts'

The state and federal governments have a role and responsibility when considering the human rights of individuals, families and communities.

(a) Outline **two** human rights issues presented in the infographic above. (4 marks)

One: _____

Two: _____

Question 14 (continued)

- (b) (i) Identify and describe **one** example of a key legislation that influences human rights in Australia. (3 marks)

- (ii) Analyse the effectiveness of the legislation identified in part (b)(i) to prevent **one** of the human rights issues identified in part (a) on page 13. (4 marks)

Issue: _____

Analysis: _____

- (c) Use **one** example to compare the role of the state and federal governments when considering the human rights of individuals, families or communities. (4 marks)

Question 15

(12 marks)

The federal government has developed many policies to enhance the growth and development of individuals and families in the community.

Analyse the impact of **two** federal government policies on the social, environmental and economic factors that affect growth and development of individuals and families.

Policy one: _____

Policy two: _____

Question 16

(15 marks)

The formation of strong community partnerships can add value to society and benefit communities.

- (a) Identify a community partnership. (1 mark)

- (b) Describe **two** ways the partnership identified in part (a) benefits the community. (4 marks)

One: _____

Two: _____

- (c) Outline the responsibilities of individuals, families, communities and government in the formation of community partnerships. (8 marks)

Individuals: _____

Families: _____

Communities: _____

Governments: _____

- (d) Describe a consequence of individuals not fulfilling their roles within the community partnership. (2 marks)

Question 17

(8 marks)

In 2015, Jasmin and her parents relocated to Australia. Since then, she has developed strong English proficiency and secured multiple professional positions. For the past six years, she has excelled in her role within a corporate business, winning numerous awards and gaining respect in the industry. Although unmarried, Jasmin is currently expecting her first child and plans to take maternity leave in six months. Lately, she has expressed concerns to her manager regarding the promotion of a less qualified male colleague, who is married. She is investigating whether the promotion aligns with principles of fairness and equal treatment, or if it constitutes a violation of the *Equal Opportunity Act 1984*.

- (a) Identify a potential breach in the above scenario and explain how the *Equal Opportunity Act 1984* can be applied to protect employees. (4 marks)

- (b) Discuss the role of the Equal Opportunity Commission of Western Australia in dealing with the breach identified in part (a). (4 marks)

End of Section Two

See next page

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See next page

Section Three: Extended answer

40% (50 Marks)

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

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

Suggested working time: 80 minutes.

Question 18

(25 marks)

- (a) Describe the **four** stages of Piaget's theory of cognitive development and analyse the relationship between biological and environmental aspects of growth and development. (12 marks)
- (b) Describe **two** of Piaget's six sub-stages and identify **one** experiment relevant for each stage during the first 24 months of a child's life. (6 marks)

Jane is a happy, excitable toddler who has just started to run and jump. She has a supportive family who take her to the park and jungle gym on the weekend. Jane's parents encourage exploration and nature play. She is adventurous and social but she can become timid if her parents are not around.

- (c) Using the above scenario outline **one** stage in Erikson's psychosocial theory and justify how it relates to the biological and environmental aspects of Jane's growth and development. (7 marks)

Question 19

(25 marks)

The following infographic refers to the United Nations Sustainable Development Goal (SDG) 'sustainable cities and communities'.

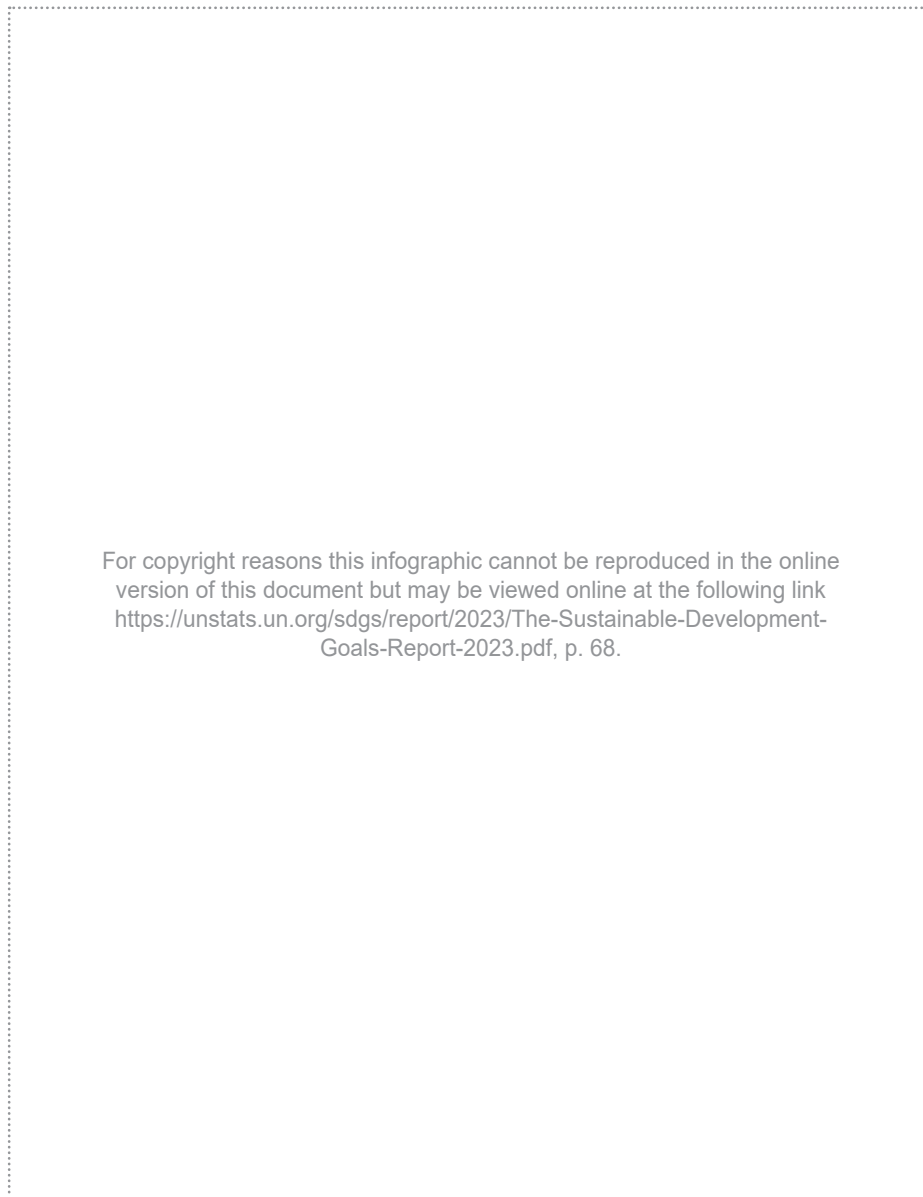


Figure 3: Sustainable Development Goal 'sustainable cities and communities'

- (a) Describe **one** global issue from the above infographic that could influence individuals to create sustainable patterns of living. (2 marks)
- (b) Outline the aim and evaluate the impact of the United Nations Sustainable Development Goal (SDG) 'sustainable cities and communities'. (8 marks)
- (c) Using a specific community example, apply the Five Capitals Model of sustainable development to demonstrate how it enhances community wellbeing. (15 marks)

See next page

Question 20

(25 marks)

Consider the infographic below to address the subsequent questions.



Figure 4: Human Rights Australia infographic

- (a) Examine the above infographic and explain a national issue requiring advocacy. You may use information from the infographic and/or refer to a national Human Rights issue of your choice. (3 marks)
- (b) (i) Explain **two** advocacy skills that could empower others. (6 marks)
- (ii) Select **one** advocacy skill from part (b)(i) and justify how you could adapt it to promote change in community attitudes and beliefs on the issue identified in part (a). (4 marks)
- (c) Develop and communicate a plan that includes **four** steps, to advocate for change on the issue identified in part (a). (12 marks)

End of questions

ACKNOWLEDGEMENTS

- Question 13** Image adapted from: Elenabs. (2019). *Multiethnic Group of People Cooperating for Environmental Protection and Sustainability in a Park: They are Supporting Earth Together, Recycling Waste, Growing Plants and Choosing Renewable Energy Resources*. Retrieved April, 2024, from <https://h7.alamy.com/comp/RYTRXM/multiethnic-group-of-people-cooperating-for-environmental-protection-and-sustainability-in-a-park-they-are-supporting-earth-together-recycling-waste-RYTRXM.jpg>
- Question 14** Infographic adapted from: Australian Human Rights Commission. (2014). *Face the Facts (Statistics from 2014)*. Retrieved April, 2024, from <https://humanrights.gov.au/education/face-facts>
- Question 19** Crone, M., Glanville, D. (2023). Make Cities and Human Settlements Inclusive, Safe, Resilient and Sustainable (Goal 11) [Infographic]. *The Sustainable Development Goals Report 2023: Special Edition* (p. 68). Retrieved April, 2024, from <https://unstats.un.org/sdgs/report/2023/The-Sustainable-Development-Goals-Report-2023.pdf>
- Question 20** Infographic adapted from: Australian Human Rights Commission. (2014). *Face the Facts: Children's Rights (Statistics from 2014)*. Retrieved April, 2024, from <https://humanrights.gov.au/our-work/education/face-facts-childrens-rights>

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