

2017 HSC Community and Family Studies Marking Guidelines

Section I, Part A

Multiple-choice Answer Key

Question	Answer
1	D
2	A
3	D
4	D
5	C
6	A
7	A
8	C
9	A
10	D
11	A
12	D
13	B
14	B
15	D
16	A
17	D
18	B
19	C
20	B

Section I, Part B

Question 21 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a clear relationship between the characteristics of children and parenting roles • Provides relevant examples 	5
<ul style="list-style-type: none"> • Provides a link between the characteristics of children and parenting roles • Provides example(s) 	4
<ul style="list-style-type: none"> • Provides information on the characteristics of children and/or parenting roles • Provides an example 	3
<ul style="list-style-type: none"> • Provides limited information on the characteristics of children and/or parenting roles 	2
<ul style="list-style-type: none"> • Provides one point about the characteristics of children or parenting roles 	1

Sample answer:

The roles of parents include satisfying the specific needs of the children, building positive relationships with the children and promoting the children's wellbeing.

Both of Kate and Michael's children have very different needs, which would affect and influence their parenting roles. Their daughter has a severe physical disability and as a result her needs would be different to her younger sibling. Not only will she need her basic needs met, like shelter, food and clothing, she might also need medication and physical therapy. Her parents' role would be to facilitate and manage her medical condition to ensure her physical needs are met. As the younger sibling is only 6 months old, this characteristic also impacts on the parenting roles of the mother and father. As a baby cannot do many tasks for themselves, such as feeding or going to the bathroom, it is the parents' role to ensure the baby's needs are met until they are old enough to do the tasks for themselves.

Question 21 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed explanation of how formal support services can assist first-time parents to fulfil parenting responsibilities • Provides relevant examples 	5
<ul style="list-style-type: none"> • Provides an explanation of how formal support services can assist first-time parents to fulfil parenting responsibilities • Provides relevant example(s) 	4
<ul style="list-style-type: none"> • Provides information on formal support services and parenting responsibilities • Provides examples 	3
<ul style="list-style-type: none"> • Provides limited information on formal support services and parenting 	2
<ul style="list-style-type: none"> • Provides one relevant point about formal support services or parenting 	1

Sample answer:

First-time parents will need support from formal services to educate them on to how to look after and meet the physical needs of the newborn. They need to know about immunisation (provided by doctors or medical services), when to immunise, how often and periods between, to protect the child from preventable diseases. The parents also need education from the community health centre nurse on feeding, when to move to solids, formulas etc. The health centre can educate the parents as they have this specialised knowledge and are regularly updated by medical practitioners. Karitane and Tresillian can assist the new parents to cope with feeding and sleeping problems in order to maintain their own wellbeing and that of the child. The parent can obtain this expert help on sleeping and feeding and once they know how to care for their newborn, can then continue their care of the newborn at home. The duty of care and safety requirements can be learnt eg through parentnetwork.com where parents can learn from other parents with similar children’s needs. Through accessing these services, the duty of care can be met.

Question 22

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed explanation of how bias can occur when conducting research • Provides relevant examples 	5
<ul style="list-style-type: none"> • Provides an explanation of how bias can occur when conducting research • May provide example(s) 	4
<ul style="list-style-type: none"> • Provides information on bias and conducting research 	3
<ul style="list-style-type: none"> • Provides limited information on bias and/or conducting research 	2
<ul style="list-style-type: none"> • Provides one relevant point about bias and/or research 	1

Sample answer:

Bias occurs when the data and results are influenced to portray a particular point of view or opinion. Sometimes bias can unintentionally occur in research, for example the researcher may ask leading questions of the participants in order to gain a particular result. Another way bias could occur in the research process may be when the researcher's own personal circumstances and experiences influence the data. The researcher may favour one point of view and this could influence the way they interpret the results. Another way bias could be present during the research process is if the researcher does not accurately represent all data collected.

Question 23 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Correctly identifies a group from the list provided • Provides a description of an inequity issue faced by the group 	3
<ul style="list-style-type: none"> • Correctly identifies a group • Provides information on an inequity issue faced by the group 	2
<ul style="list-style-type: none"> • Provides one relevant point about inequity and/or the group 	1

Sample answer:

Group: Gay, lesbian, bisexual, transgender, intersex communities

Gay, lesbian, bisexual, transgender and intersex communities face an ongoing inequity issue about the legalisation of marriage for same sex couples. Australian marriage law currently does not permit couples of the same sex to legally marry their partner. This has created a large inequity issue within our community as not all community members have the same rights and entitlements when it comes to marriage.

Group: Rural and Remote

Face the inequity issue of being further away from services. There are fewer doctors which often means individuals in these areas wait longer to be seen or have to travel long distances for treatment.

Group: Aged

Often face discrimination in the workplace, as they are viewed too old to be employed and lacking in knowledge in the area of technology. This often means the aged miss out on promotional and/or job opportunities.

Group: ATSI

Health is a major inequity issue for this group. As a result they are more likely to suffer from or have a higher risk of lifestyle diseases such as diabetes. This inequity is largely due to ATSI sometimes having lower levels of education and access to resources within their communities.

Question 23 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Recommends relevant strategies which clearly address the inequity issue identified in Question 23 (a) 	4
<ul style="list-style-type: none"> • Recommends strategies which address the inequity issue identified in Question 23 (a) 	3
<ul style="list-style-type: none"> • Provides some information about a group and/or a strategy(s) to address an inequity issue 	2
<ul style="list-style-type: none"> • Provides one point about a group or a strategy or an inequity issue 	1

Sample answer:

Group: Gay, lesbian, bisexual, transgender, intersex communities

Ways to address this inequity issue of barriers to same sex marriage could include trying to promote change through lobbying the government and community organisations. Individuals can write a letter or sign a petition or participate in a peaceful protest or demonstration to their government member/or local community organisation with the hope of creating a change for the GLBTI community. Another way to address this issue would be through education. Education could help to break down barriers and stereotypes around this group and hopefully help to create positive change and acceptance of same sex marriage.

Group: Rural and Remote

Ways to address the inequity is to provide more incentives for doctors to move to remote areas and work, so that these communities can have better access to doctors and treatment. The government could spend more money on rural hospitals so that these hospitals are better resourced to perform operations and tests, therefore reducing the need to travel to urban towns for treatment.

Group: Aged

Ensuring fair work practices are implemented in the workplace so that the aged are not denied employment or promotional opportunities due to their age. Ensure there are on-going training programs so that the aged can be provided with the education/skills needed. Establishing mentoring/buddy programs in the workplace where an older and younger worker spend time together to share knowledge/skills.

Group: ASTI

Some strategies that may address the health inequity include providing education programs in schools, so that students from indigenous background learn about eating well and exercise for example. Training and then placing Indigenous workers in communities to provide health advice and support. Media campaigns to educate and create awareness about the issue to the both the general population and ASTI communities.

Question 24

Criteria	Marks
<ul style="list-style-type: none"> • Correctly identifies a group from the list provided • Provides detailed information on an organisation within the community that assists in satisfying the needs of group members • Provides a clear link/judgement on the extent to which the organisation assists the satisfaction of the needs of group members • Provides relevant examples 	6
<ul style="list-style-type: none"> • Correctly identifies a group from the list provided • Provides information on an organisation within the community that assists in satisfying the needs of group members • Provides a judgement on the extent to which the organisation assists the satisfaction of needs of group members • Provides relevant example(s) 	4–5
<ul style="list-style-type: none"> • Correctly identifies a group • Provides some information on an organisation within the community which assists and/or satisfies the needs of group members • Provides an example 	2–3
<ul style="list-style-type: none"> • Provides one point about an organisation within the community and/or needs of a group and/or group members 	1

Sample answer:

Group: Sole Parents

Parents Without Partners is a non-profit social organisation. It is run by single parents and caters for the needs of sole parent families providing social activities for both custodial and access sole parents as well as their children.

They provide a social outlet for sole parents and their children who would otherwise find it difficult to socialise with people in similar circumstances and to access companionship, friendship and emotional support. This is effective as sole parents are given the opportunity to interact and relate to others, and feel their situation is not unique.

Parents Without Partners also advocates on behalf of sole parents and interacts with other organisations which can help sole parents and their children.

Sole parents have access to a newsletter, social functions, a Facebook page, organised holidays and website for details of activities and links to other support groups.

Question 25

Criteria	Marks
<ul style="list-style-type: none"> • Provides extensive information on the similarities or differences of two research methodologies that could be used to conduct the research • Provides a clear and valid judgement on the effectiveness of each research methodology relevant to the context • Provides relevant examples 	8
<ul style="list-style-type: none"> • Provides thorough information on the similarities or differences of two research methodologies that could be used to conduct the research • Provides a judgement on the effectiveness of each research methodology relevant to the context • Provides relevant examples 	6–7
<ul style="list-style-type: none"> • Provides information on similarities or differences of research methodologies appropriate to the research • Provides a link between the research methodology and the context • Provides example(s) 	4–5
<ul style="list-style-type: none"> • Provides some information on similarities and/or differences in research methodologies • Provides example(s) 	2–3
<ul style="list-style-type: none"> • Provides one point about research or the research context 	1

Sample answer:

Interviews allow for the researcher to speak directly to the participants, who could include childcare workers, parents, local council and children. The interview may be either structured or unstructured. A structured interview could include both closed and open questions that allow for the researcher to obtain both quantitative and qualitative data, whereas an unstructured interview obtains more qualitative data. The open questions would be useful, as these would allow the respondents to provide their thoughts and opinions on the childcare needs in their local area. In a culturally diverse area there may be some language barriers that could create issues with the understanding of some questions and may lead to gaps in the research results.

Quantitative data obtained through closed questions can be used to identify trends. Interviews are expensive, as they need to be conducted face to face or over the phone. A benefit of interviews is that additional information can be obtained from the respondents through the use of additional questions. It is difficult to collate data from open questions.

Questionnaires are also effective. They also can include both open and closed questions. They can be completed on paper or administered electronically. The participant may be able to complete the questionnaire in their own time and it may be quicker to complete than an interview. They can be administered to more people than would be feasible to access through interviews. Questionnaires could be administered to participants in several languages in a culturally diverse area. This would allow the researcher to gain a comprehensive understanding of the childcare needs.

Both methodologies can be used to obtain a wide range of responses.

Question 26

Criteria	Marks
<ul style="list-style-type: none"> • Correctly identifies a group from the list provided • Demonstrates a detailed understanding of individual diversity within groups • Demonstrates clear relationships between individual diversity and the educational needs of people with disabilities and people in another relevant group • Provides relevant examples 	6
<ul style="list-style-type: none"> • Correctly identifies a group from the list provided • Demonstrates an understanding of individual diversity within groups • Demonstrates relationship(s) between individual diversity and the educational needs of people with disabilities and people in another relevant group • Provides relevant example(s) 	4–5
<ul style="list-style-type: none"> • Correctly identifies a group • Provides some information on individual diversity and/or the educational needs of people with disabilities and/or people in another relevant group • Provides an example(s) 	2–3
<ul style="list-style-type: none"> • Provides one point on individual diversity and/or educational needs and/or people with disabilities and/or people in another relevant group 	1

Sample answer:

There is individual diversity within the people with a disability group in terms of extent and type of disability. Physical and intellectual disability is a broad way to categorise the diversity. On top of that, the severity of the disability demonstrates further levels of diversity within the disabled group. Depending on the type and severity of the disability and the value placed on education, the support to meet educational needs may vary. Education about living with and managing the disability is one need as is the formal education needs of schooling, TAFE, university and or workplace training. In some cases, special support will be required such as learning-support teachers, extra time or one on one tutoring to allow individuals to achieve learning goals.

There is individual diversity within the aged group in areas including age, culture, values, health levels, education levels and SES. The educational needs vary depending on the level of experience and knowledge individuals in the groups already have in terms of these areas of diversity. Their educational needs are different to younger people as they may not be required to complete formal education especially if they have retired but do need to learn about the special requirements that go with ageing, such as managing health conditions, managing their finances, learning how to best use technology and developing new relationships. If they are comfortable with their level of knowledge, they are less likely to need a lot of education as opposed to someone who is uncomfortable with their level of knowledge.

There is individual diversity within the youth group in areas including age, culture, values, religion, goals/aspirations and sexuality. Educational needs, refers to the formal requirements of being able to meet schooling expectations and for life skills as they move into adulthood. Owing to the diversity, there are significant differences in terms of needs. If an individual values education and is encouraged by his/her parents, then they should work hard and crave learning. If the individual does not value education, educators should strive to find ways that connect the learner to his/her education in order to increase the relevance and level of

application. Some youth who have difficult home lives may leave the family home at a younger age, making the development of life skills a greater priority, as they may need to manage their own households.

Question 27

Criteria	Marks
<ul style="list-style-type: none"> • Provides a valid judgement(s) of how this data can be used to inform practice by care services • Provides relevant examples 	5
<ul style="list-style-type: none"> • Provides a judgement of how this data can be used to inform practice by care services • May provide example(s) 	4
<ul style="list-style-type: none"> • Provides information on how this data can be used to inform practice 	3
<ul style="list-style-type: none"> • Provides limited information on the data in the table and/or informing practice 	2
<ul style="list-style-type: none"> • Provides one relevant point about the data in the table or informing practice 	1

Sample answer:

Disability services can analyse this data to establish the type and age groups for whom they provide services. For example, the male aged 70 and over with a restricting disability is the largest category and would need the most support, however this table does not provide sufficient information regarding the specific needs of this category. This means that more disabled facilities, resources, legislation and government support are required to cater for older disabled people. However, more comprehensive data could identify the areas of greatest need. Using this data could allow an aged care facility to inform their practice on how they cater for persons with a disability by understanding the prevalence of disability within the community. For example, the percentage of individuals with a restricting disability, compared with a severe disability. However, there are inconsistencies in the data presented in this table, and this may lead to poorly informed practices.

Question 28

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of gender expectations and media stereotypes • Provides a strong link and judgement about their effects on individuals in caring roles • Provides relevant examples 	8
<ul style="list-style-type: none"> • Provides thorough knowledge and understanding of gender expectations and media stereotypes • Provides a clear link and judgement about their effects on individuals in caring roles • Provides relevant examples 	6–7
<ul style="list-style-type: none"> • Provides information on gender expectations and media stereotypes • Provides a link to individuals in caring roles • Provides example(s) 	4–5
<ul style="list-style-type: none"> • Provides some information on gender expectations and/or media stereotypes and/or caring roles • Uses an example that relies on personal experience 	2–3
<ul style="list-style-type: none"> • Provides one point about gender expectations and/or media stereotypes and/or caring roles 	1

Sample answer:

Gender expectations have changed significantly. In the past, it was expected that women would be responsible for the bulk of caring while the man would be involved in the workforce. Nowadays, women are much more likely to combine caring and working roles, however, they are more likely to be involved in part-time, casual or job-share while dependants are young, and the male is still more likely to be involved in full-time employment. It is still commonplace for females to take more responsibility in informal caring roles, however, it is becoming more commonplace for males to take on caring roles in terms of parenting responsibilities and to enter into occupations that are seen as caring roles, eg in disability and aged care.

The media is now used by organisations to reflect the dynamic nature of caring roles. Promotion of male caring roles in the media has increased. For example, having an aged care facility target the recruitment of males into the industry. Television programs such as ‘House Husbands’ present males completing a variety of caring responsibilities such as being a single parent and being responsible for the school run. Gender expectations and media stereotypes have slowly begun to change. This has affected community attitudes, making it more acceptable for females to combine caring and employment, males to take on a more active caring role and for males to be involved in caring occupations.

Section II

Question 29 (a)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed description on how legislation can provide processes to settle disputes peacefully Provides relevant examples 	5
<ul style="list-style-type: none"> Provides a description of how legislation can provide processes to settle disputes peacefully Provides examples 	4
<ul style="list-style-type: none"> Provides information on how legislation can be used to settle disputes Provides an example(s) 	3
<ul style="list-style-type: none"> Provides some information about legislation and/or processes to settle disputes 	2
<ul style="list-style-type: none"> Provides one relevant point about legislation or settling disputes 	1

Sample answer:

The *Family Law Act 1975* is the main law that helps to manage disputes around family matters such as divorce and separation, property settlements and issues relating to parenting arrangements after separation.

The *Family Law Act 1975* aims to manage these disputes in a peaceful way by providing processes such as allowing families the opportunity to manage their own circumstances, for example two separating parents managing their own arrangements in shared custody of their children. If families cannot peacefully come to an agreement, there are processes families and individuals can engage in, in order to come to a final arrangement. These processes could include mediation and court proceedings.

Question 29 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed explanation of how current adoption legislation supports families • Provides relevant examples 	5
<ul style="list-style-type: none"> • Provides an explanation of how current adoption legislation supports families • Provides example(s) 	4
<ul style="list-style-type: none"> • Provides information on how current adoption legislation supports families • Provides an example(s) 	3
<ul style="list-style-type: none"> • Provides some information on adoption and/or current legislation that supports families 	2
<ul style="list-style-type: none"> • Provides one relevant point on adoption or legislation or support for families 	1

Sample answer:

Adoption is the legal process where all legal rights and responsibilities are transferred from the birth parents to the adoptive parents. The current legislation is the *Adoption Act 2000* (NSW). This clearly identifies that all adoptions must be made in the best interests of the child and that a child must be given an opportunity to express their own opinions if old enough.

Adoption supports the adopted child by providing a safe and stable environment. Adoptive parents must undergo extensive counselling and assessment prior to the adoption process.

Step-parents have the opportunity to adopt step-children if the biological parent gives permission or is deceased. This can lead to a stronger family unit as it builds cohesion of the family unit.

The biological parents have 28 days to finalise the decision as they consider the impact of the adoption on themselves and their family.

The *Adoption Regulation 2015* (under the *Adoption Act 2000*) identifies that the Office of the Childrens' Guardian provides accreditation to local adoption service providers.

The Department of Community and Family Services is the only agency in NSW which can arrange intercountry adoptions. This is to protect the wellbeing of children who have been adopted, as only those countries who are signatories to the Hague Convention can take part, ensuring that the wellbeing of the adopted child is kept paramount. Children adopted from overseas, as far as possible, should have their name, identity, language and cultural ties preserved.

The Contact Veto Register can protect the adopted person or birth parent from unwanted contact from the other party to ensure their own personal wellbeing.

Question 29 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the government’s role in regulating the rights of young people • Provides a clear link to the impact on the wellbeing of young people • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of the government’s role in regulating the rights of young people • Provides a link to the impact on the wellbeing of young people • Communicates ideas and information using some relevant examples • Presents a cohesive answer 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the government’s role in regulating the rights of young people • Provides links between the government’s role and the regulation of the rights of young people • Communicates ideas and information using examples 	7–9
<ul style="list-style-type: none"> • Demonstrates some information about the government’s role in regulating the rights of young people • Uses examples that rely on personal experience • Communicates ideas in a basic form 	4–6
<ul style="list-style-type: none"> • Provides a relevant point(s) about the government’s role in regulating rights and/or the rights of young people 	1–3

Answers could include

The government regulates the rights of young people in order to protect their best interests in the following ways:

- | | |
|--|---|
| <ul style="list-style-type: none"> • licensing of drivers • school attendance • access to tobacco and alcohol • gambling regulations | <ul style="list-style-type: none"> • right to vote • legal age for sexual relationships and marriage • gaining other entitlements eg passport • workplace protection eg minimum wage. |
|--|---|

The minimum driving age in NSW is 16 years old. To obtain a driver’s licence, an individual needs to pass a road rules and vision test. Once an individual has obtained their licence, they must remain on their P-plates for a total of three years. Provisional drivers are subjected to different rules than those on their full licence. These limitations exist to protect the wellbeing of the young driver. Restrictions include speed restrictions, minimum blood alcohol level, the number of passengers, type of car being driven and use of mobile phones.

School attendance is compulsory between the ages of 6 and 17. A young person who has completed Year 10 of secondary education but who is below the age of 17 must attend school unless they participate on a full-time basis in approved education or training. If they are between 15 and 17, they must be involved in paid work or a combination of approved education or training and paid work.

Question 30 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed description of the technological advancements which have been made in hardware • Provides relevant examples 	5
<ul style="list-style-type: none"> • Provides a description of the technological advancements which have been made in hardware • Provides examples 	4
<ul style="list-style-type: none"> • Provides information on advancements which have been made in hardware • Provides an example(s) 	3
<ul style="list-style-type: none"> • Provides some information on technological advancements and/or hardware 	2
<ul style="list-style-type: none"> • Provides one relevant point about technology and/or hardware 	1

Sample answer:

Technology is constantly advancing. Technology can be categorised as hardware; that is, pieces of technology which can be physically touched such as a television screen. Advancements in this area include the development of a curved flat screen television: this has progressed from the previous versions of bulky box type televisions.

Another example of technology as hardware is the mobile phone. The first mobile phones were heavy, bulky, expensive, had limited talk and standby time, poor coverage and lacked features. As the technology advanced, more functions were included such as texting, games and coloured screens. Recent mobile phone developments allow users to have internet access, take and store photos, use a touch screen and make video calls.

Other hardware examples include: gadgets, toys and appliances.

Question 30 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed explanation of how technology contributes to productive communities • Provides relevant examples 	5
<ul style="list-style-type: none"> • Provides an explanation of how technology contributes to productive communities • Provides example(s) 	4
<ul style="list-style-type: none"> • Provides information on how technology contributes to productive communities • Provides an example(s) 	3
<ul style="list-style-type: none"> • Provides some information on technology and the community 	2
<ul style="list-style-type: none"> • Provides one relevant point on technology or the community 	1

Sample answer:

Productive communities result when individuals and groups are able to access services and meet their needs and technology assists them in being able to do this.

Technology provides opportunities to complete online learning and training, resulting in being able to be flexible with time to meet multiple family commitments as the learning can be stopped and started again as time and demands require. The use of UNSW online and Moodle or Google classrooms facilitate online learning.

Using technology assists individuals to navigate peak hour traffic, reducing the time spent in travelling to work. Using GPS identifies accidents and delays allowing the individual to select different routes and decrease travel time. Bluetooth and hands free make travel safer for the driver, passengers and other road users

Technology is used to assist in the diagnosis and treatment of medical conditions for people in rural and remote communities. Online medical services provide quick and efficient online access to specialists, enabling individuals in remote areas to access this service without needing to travel to the city. Vaccination decreases the chance of contracting disease and spreading disease in the community.

Question 30 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the political, social and economic impacts of one piece of technology • Provides a clear link to the impact on the wellbeing of individuals • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of the political, social and economic impacts of one piece of technology • Provides a link to the impact on the wellbeing of individuals • Communicates ideas and information using some relevant examples • Presents a cohesive answer 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the political and/or social and/or economic impacts of one piece of technology • Provides links between one piece of technology and its impact • Communicates ideas and information using examples 	7–9
<ul style="list-style-type: none"> • Demonstrates some information about the political and/or social and/or economic impacts of one piece of technology • Uses examples that rely on personal experience • Communicates ideas in a basic form 	4–6
<ul style="list-style-type: none"> • Provides a relevant point(s) about technology and/or the political and/or social and/or economic impact of technology 	1–3

Answers could include:

Information and communication technologies include the internet, mobile phone systems, broadcast radio and TV systems.

Political impact:

Easy way to provide the masses with information. More people have access to distributing content. This provides for a more democratic basis as more people are able to view their thoughts and opinions. A concerning issue is the loss of checking for facts and authenticity.

Social impact:

Access to information at all times. Communication mediums such as Facebook and Skype have allowed people to keep in contact. This is of benefit for family members who do not live locally but are still able to communicate. Awareness on issues can be raised. ICT can be used to provide education, eg to support schooling for those in remote areas, to access online training → a more educated population. ICT can be used to publish (video, books, blogs, music) online. This has led to the closure of many book, music and video stores → unemployment.

Economic impact:

Improvement in business systems → cost efficiency but businesses are now vulnerable to hacking. Businesses are now able to complete on a global market. This has provided for increased potential for business growth. Employees can collaborate without having to be in the same location. This leads to a cost reduction for business.

Question 31 (a)

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed explanation of the advantages and disadvantages of contract work and shift work Provides relevant examples 	5
<ul style="list-style-type: none"> Provides an explanation of the advantages and disadvantages of contract work and shift work Provides example(s) 	4
<ul style="list-style-type: none"> Provides information about advantages and/or disadvantages of contract work and shift work Provides an example(s) 	3
<ul style="list-style-type: none"> Provides some information about contract work and/or shift work 	2
<ul style="list-style-type: none"> Provides one relevant point about contract work or shift work 	1

Sample answer:

Shift work is work that takes place on a schedule outside the traditional 9 am – 5 pm day. It can involve evening or night shifts, early morning shifts, and rotating shifts. This can be seen to be an advantage or disadvantage depending upon individual circumstances. Many industries rely heavily on shift work, eg health care, emergency responders, retail industry, mining and manufacturing. An advantage of an individual working permanent afternoon shifts is that they may be able to combine employment and parenting as they are able to assist in getting the children off to school in the mornings and be able to attend morning school-based activities. A disadvantage is that someone on a rotating shift may have difficulty in maintaining social relationships, as the shifts are unpredictable and difficult to plan around.

Contract work involves an individual agreeing to perform a task for a set time / certain rate of pay. A contractor can work either for themselves or others. An advantage of contract work could be that the worker may be able to structure their contracts around school terms so that they are available to spend time with their family. A new parent may choose to take on small contracts so that they can manage their parenting responsibilities. An individual may choose to forego work to take a seasonal holiday and then pick up a new contract upon return. A disadvantage of contract work is that it may be unpredictable.

Question 31 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed description of how work entitlements provide access for females and males to manage their personal commitments and interests • Provides relevant examples 	5
<ul style="list-style-type: none"> • Provides a description of how work entitlements provide access for females and males to manage their personal commitments and interests • Provides examples 	4
<ul style="list-style-type: none"> • Provides information on how work entitlements provides access for females and/or males to manage their personal commitments and interests • Provides example(s) 	3
<ul style="list-style-type: none"> • Provides some information about work entitlements and/or the management of personal commitments and interests 	2
<ul style="list-style-type: none"> • Provides one relevant point about work entitlements or personal commitments/interests 	1

Answers could include:

Personal commitments and interests include: work, leadership, parenting, caring, volunteering, religion, recreation, studying and hobbies.

The workplace can provide a number of work entitlements in order to support both females and males to manage their personal commitments and interests. These can include:

- Leave entitlements for when an individual becomes a parent. Individuals have an option to take leave in order to cater for the needs of their family. For males, this would be in the form of parental leave and for females it would be maternity leave. Both genders are also entitled to take carer’s leave in order to care for a dependent when the dependant becomes ill, for example a sick child.
- Flexible work patterns and practices may allow an individual the opportunity to access and participate in further study. In order to create time to participate in further study, an individual might need to negotiate their current pattern of work. For example, changing from full-time employment to part-time. This option to access flexible work patterns should be available to all individuals irrespective of their gender.

Question 31 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of workplace structures that protect the rights of young people in the workplace • Provides a clear link to the impact on the wellbeing of young people • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer 	13–15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of workplace structures that protect the rights of young people in the workplace • Provides a link to the impact on the wellbeing of young people • Communicates ideas and information using some relevant examples • Presents a cohesive answer 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of workplace structures that protect the rights in the workplace • Provides links between workplace structures and the protection of rights. • Communicates ideas and information using examples 	7–9
<ul style="list-style-type: none"> • Demonstrates some information about workplace structures and/or the protection of rights in the workplace • Uses examples that rely on personal experience • Communicates ideas in a basic form 	4–6
<ul style="list-style-type: none"> • Provides a relevant point(s) about workplace structures and/or the protection of rights and/or young people in the workplace 	1–3

Answers could include:

Young people are those between the ages of 14 and 24. These people are most commonly working part time or casual and are trying to get into the workforce. Young people are often inexperienced and may be vulnerable to exploitation.

Examples of worker rights (applied in the context of young people) include:

- to be paid according to the award or agreement
- access to annual leave if employed full time
- to be trained in the tasks required
- to be free from discrimination and harassment
- fair and equitable working conditions
- to belong to a trade union
- access to paid or unpaid rest and/or meal breaks depending on the hours worked
- access to paid sick/carer(s) leave if employed full-time, pro rata if part time.

Workplace structures that protect rights of young people in the workplace include:

Legislation, eg WHS and EEO

Work conditions, eg awards, grievance procedures

Trade unions

Flexible work patterns/practices, eg job share, flexible work arrangements

Workplace culture, eg childcare, prayer room, kitchen

Leave entitlements, eg parental, carers.

2017 HSC Community and Family Studies Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Apply the research process to a chosen topic by — recording actions and proposing solutions to any research issues – page 28	H4.2
2	1	Social parents — adoption – page 34	H2.1
3	1	Exploring the four specific groups within the community — what determines whether an individual is part of the group – people with disabilities – page 30	H3.1
4	1	Research fundamentals — types of data – secondary – page 27	H4.1
5	1	Responsibilities of parents of carers — setting limits – page 35	H2.3
6	1	Research methods — questionnaires – page 27	H4.1
7	1	Access to services — types of services – homeless – page 31	H5.1
8	1	Research fundamentals — case studies – page 27	H4.1
9	1	The roles of parents and carers — promoting the wellbeing of the dependant – page 34	H5.1
10	1	Research methods — literature review – page 27	H4.1
11	1	Types of support — formal – page 36	H3.2
12	1	Justify the two most significant needs for each group and discuss the implications if these are not met – page 31	H1.1
13	1	Types of services provided through formal support — respite care – page 36	H3.2
14	1	Carers — primary – informal and formal – page 34	H3.2
15	1	Satisfaction of needs — homeless – page 31	H3.1
16	1	Support for parents and carers — types of support – formal – page 36	H3.2
17	1	Research fundamentals — sampling – page 27	H4.1
18	1	Creating positive social environments — examine government policy and legislation to determine its role in ensuring equity for each group – page 31	H3.3
19	1	Research fundamentals — ethical behaviour – page 27	H4.1
20	1	Research fundamentals — the focus of research – page 27	H4.1

Section I Part B

Question	Marks	Content	Syllabus outcomes
21 (a)	5	Parenting and caring — factors affecting the roles of parents and carers – page 35	H5.2
21 (b)	5	Parenting and caring – support for parents and carers – types of services provided through formal support – page 36	H3.2
22	5	Research methodologies — ethical behaviour – bias – page 27	H4.2

Question	Marks	Content	Syllabus outcomes
23 (a)	3	Groups in context — creating positive social environments – page 31	H3.1
23 (b)	4	Group in context — creating positive social environments – page 31	H6.2
24	6	Group in context — satisfaction of needs – specific needs of each group – page 31	H3.1
25	8	Research methodologies — research methods – page 27	H4.1
26	6	Group in context — individual diversity within each group – page 30; satisfaction of needs – page 31	H2.2
27	5	Research methodologies — research fundamentals – the purpose of research – page 27	H4.1
28	8	Parenting and caring — influences on parents and carers – page 35	H4.1

Section II

Question	Marks	Content	Syllabus outcomes
29 (a)	5	Family and societal interactions — supporting and protecting individuals and families – page 38	H3.3
29 (b)	5	Family and societal interactions — being a responsible adult family member – page 39	H3.4
29 (c)	15	Family and societal interactions — assisting young people to become young adults – page 39	H3.3
30 (a)	5	Social impact of technology — defining technology – page 42	H3.4
30 (b)	5	Social impact of technology — technologies and communities – page 43	H3.4
30 (c)	15	Social impact of technology — a selected piece of technology – page 44	H3.4
31 (a)	5	Individuals and work — patterns of work/individual roles – pages 45–47	H5.2
31 (b)	5	Individuals and work — workplace structures – maintaining work and life balance – page 47	H3.3
31 (c)	15	Individuals and work — youth employment – page 48; workplace structure – page 47	H2.3