NSW Education Standards Authority

2020 HSC Community and Family Studies Marking Guidelines

Section I, Part A

Multiple-choice Answer Key

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

Section I, Part B

Question 21

Criteria	Marks
• Demonstrates a clear understanding of criteria to consider when selecting valid and reliable secondary sources for inclusion in a literature review	4
• Demonstrates some understanding of criteria to consider when selecting valid and reliable secondary sources for inclusion in a literature review	3
• Provides some information about valid and/or reliable secondary sources	2
• Provides some relevant information about a literature review and/or secondary sources	1

Sample answer:

When selecting secondary data to include in a literature review a researcher should consider their validity and reliability and consider the following factors:

• Current – the data should be relatively recent because trends change over time and this would be a more accurate representation of the current environment

• Relevant – secondary data needs to reflect the content/topic being researched to make it valid

• Credibility – the secondary data needs to be trustworthy therefore the secondary data to include needs to be written by qualified and trusted sources. Examples include medical journals, peer reviewed science reports.

Question 22

Criteria	Marks
• Demonstrates thorough knowledge and understanding of why significant needs for individuals vary within the chosen group • Provides relevant examples	6
• Demonstrates sound knowledge and understanding of why significant needs for individuals vary within the chosen group and/or between groups • Provides relevant example(s)	4–5
• Demonstrates some knowledge of how significant needs for individuals vary within the group • Provides an example(s)	2–3
• Provides some relevant information	1

Sample answer:

Individuals within groups can have a wide range of needs depending on the individual's personal circumstances. Individuals who are part of the LGBTIQ group could have a range of needs with their most significant need varying.

For example, an LGBTIQ individual may have a low or high socioeconomic status. The difference in financial security could change what the most significant needs are for the individual. An LGBTIQ person with a low SES may struggle financially to provide and support basic needs, so their most significant needs would be an adequate standard of living and safety and security, which would be represented in the primary, basic needs section of Maslow's hierarchy.

In comparison, another LGBTIQ individual may have a high SES, which means their basic needs are most likely met because they can afford to pay for items such as food, shelter and health care etc. It is more likely that their sense of identity and a sense of acceptance and belonging is more significant than their basic needs, because these are already satisfied.

All individuals within the LGBTIQ group may struggle to meet the need of sense of identity; however, it may not be the most significant need for all individuals within this group depending on their personal economic situation.

Question 23

Criteria	Marks
• Demonstrates thorough knowledge and understanding of strategies that could assist in being an effective carer • Provides a clear link between being an effective carer and maintaining personal commitments • Provides relevant examples	6
• Demonstrates clear understanding of strategies that could assist in being an effective carer • Provides a link between being an effective carer and maintaining personal commitments • Provides relevant example(s)	4–5
• Provides some information about strategies that could assist in being an effective carer • Provides an example(s)	2–3
• Provides some relevant information	1

Sample answer:

Having recently taken on the role of carer for his mother means that Harry has multiple aspects to his life that need to be managed for him to fulfil all his commitments.

In order for Harry to do this successfully, he could do the following:

• Engage formal support services. Harry could arrange for a private/government funded at home care service, eg a community nurse, to care for his mother during the day while he is at school/work. Other outside agencies to assist Harry in household maintenance tasks could also be employed depending on their financial situation. This ensures that Harry's mother is properly looked after and has her needs met while also allowing Harry the freedom to pursue things in his personal life.

• Harry could investigate distance/online options for himself in order to complete his schooling or commence university, thus continuing to meet his educational commitments.

• Harry could apply for respite care for his mother so he can have time to participate in his hobbies or commitments outside the home. This also allows Harry's mother to engage socially with people other than Harry which may boost her sense of identity and self-worth. It may also benefit her to know that Harry is getting some time for himself.

Question 24

Criteria	Marks
• Demonstrates thorough knowledge and understanding of the group and what may limit an individual's ability to access health care services • Provides a clear link between each limitation and how it affects an individual's ability to access health care services • Provides relevant examples	6
• Demonstrates sound knowledge and understanding of the group and what may limit an individual's ability to access health care services • Provides a link between the limitation(s) and how it affects an individual's ability to access health care services • Provides relevant example(s)	4–5
• Provides some information on how limitation(s) affect an individual's ability to access health care services • Provides an example(s)	2–3
• Provides one point relevant to the question	1

Sample answer:

The Aged

Age – the Aged are those individuals who are over 65 years of age and are entitled to health care cards. This allows the aged to get cheaper medicines under the Pharmaceutical Benefits Scheme, which may mean that a greater number of elderly people access the medication they need.

First language spoken – if a person of age visits a local doctor due to pain or sickness he/she may find it difficult in communicating their symptoms to the doctor if English is not their first language spoken. This limits their ability to address health issues.

Socioeconomic status – people over 65 years of age experience health problems due to their age and deterioration of the body. If they are financially comfortable they can afford to pay private health care which could pay for any elective health needs without any extended waiting periods.

Question 25

Criteria	Marks
• Provides detailed information about the importance of comparing findings drawn from primary and secondary data	5
• Provides information on the importance of comparing findings drawn from primary and secondary data	4
• Provides some information about comparing findings drawn from primary and/or secondary data	2–3
• Provides some relevant information	1

Sample answer:

It is important to compare primary and secondary data so as to see if the secondary data supports the findings from the primary data gathered. If primary and secondary data support similar findings, this can strengthen the conclusions and reliability of results.

When a researcher's primary results are supported by existing secondary data, this would indicate the results would be reliable, because they have been replicated by other researchers.

If primary and secondary data demonstrate conflicting results this could indicate a poor quality research process and question the validity of the research. This may lead the researcher to review their methods of primary research. Alternatively, if quality primary research methods were undertaken and results were still conflicted, this could indicate a new perspective on the research topic.

Question 26

Criteria	Marks
• Demonstrates an extensive knowledge and understanding of the changing roles of parents • Provides a supported judgment(s) of how the image represents the changing roles of parents • Provides relevant examples	6
• Demonstrates thorough knowledge and understanding of the changing roles of parents • Attempts to provide a judgment(s) of how the image represents the changing roles of parents • Provides relevant example(s)	4–5
• Provides sound information about the roles of parents • Provides an example(s)	2–3
• Provides some relevant information	1

Sample answer:

Parenting roles today have changed due to our changing society. Traditionally fathers were expected to be the provider and breadwinner in the family where the mother was the primary care taker of the house and family. In today's society, these roles have changed as represented in the image.

To view the father holding the baby, using a vacuum cleaner and saying goodbye to his wife (who is running out the door to work) challenges the traditional expectations of fathers. This is because many women and mums are employed in the workforce. If they earn more money than their partner, very often they return to work to satisfy the financial needs of the family. This is becoming more common and gaining acceptance from the community and society.

The media also challenge the roles of parents and their traditional gender roles within the family. For example, TV series showing the mother going to work and/or the father helping with cooking the dinner and changing the nappies of their infant.

This challenges the traditional roles, leading to society accepting the changing expectations of parents. These roles are still evolving.

Question 27

Criteria	Marks
• Demonstrates thorough knowledge and understanding about ethical issues associated with both participant and non-participant observations • Provides relevant examples	6
• Demonstrates sound knowledge and understanding about ethical issues associated with both participant and non-participant observations • Provides relevant example(s)	4–5
• Demonstrates some knowledge about ethical issues associated with observations and/or primary research • Provides an example(s)	2–3
• Provides one relevant point about research and/ or ethical issues	1

Sample answer:

A participant observation is one where the researcher takes part or involves themself in the environment/situation being observed. This can lead to the integrity of the data being compromised if the researcher prompts actions or influences the behaviours of those being observed in order to get certain results. For example, observing children at play and the researcher involving themselves in the environment. This could change the dynamics of the interactions between the children which may lead to false or misleading findings, thus affecting the integrity of the data.

A non-participant observation occurs when the researcher does not actively take part in the environment being observed. The potential ethical issues that could arise here are related to assumptions being made by the researcher. Due to the data being collected without being actively involved in a situation, assumptions could be made about the possible causes or details leading to a situation. For example, when observing children at play a conflict is witnessed, however, not being involved in the situation, the researcher assumes or misinterprets the causes. This may lead to the data being biased and therefore unreliable.

Question 28

Criteria	Marks
• Correctly identifies a group from the list provided • Demonstrates extensive knowledge and understanding about how the government and community organisations could effectively manage resources to address issues of inequity • Provides relevant examples	8
• Correctly identifies a group from the list provided • Demonstrates thorough knowledge and understanding about how the government and community organisations could effectively manage resources to address issues of inequity • Provides relevant examples	6–7
• Correctly identifies a group from the list provided • Demonstrates sound knowledge and understanding about how the government and/or community organisations could manage resources to address issue(s) of inequity • Provides relevant example(s)	4–5
• Provides some information about government and/or a community organisation addressing issue(s) of a group • Provides an example(s)	2–3
• Provides some relevant information about a group or government or community organisations or equity	1

Answers could include:

Equity – fairness and having equal opportunity to access resources and services

The government currently provides equality for all Australian residents by providing equal access to basic medical care (eg bulk billing doctors) via Medicare. This is highly effective for all groups because all Australians have equal access regardless of their age, gender or location. However, the government's management of health resources could be more effectively managed in the way they are distributed. Rural and remote families have the same access to medical services through Medicare as do families who live in urban areas. The inequity issue for rural families is that the specific medical services that they require eg cancer treatment are not always available at their local hospital and they will need to travel a lengthy distance to access this medical treatment. The government could expand medical services that are available to rural families by offering a cash incentive to specialist doctors to relocate to rural areas to ensure that rural and remote families have better access to this specialist medical treatment without the burden of a lengthy travel to the city.

Many rural and remote families struggle financially due to their source of income (their farms and livestock) which can be detrimentally impacted by factors outside their control such as weather conditions eg drought and floods Not having the financial funds available is an inequity for this group as they may not be able to purchase essential items eg food, clothing. A community organisation, 'Buy a Bale', allows Australians who can afford to donate and support the drought appeal which assists rural and remote families with hay and essential items. This community organisation financially assists these families by allowing them to spend their funds on other necessary purchases, somewhat reducing the financial stress on these individuals.

Question 29

Criteria	Marks
• Demonstrates extensive knowledge and understanding about the changes in reproductive technology and community beliefs and attitudes • Provides a clear link between the changes and how they have affected the ability of same sex couples to become parents • Provides relevant examples	8
• Provides thorough information about the changes in reproductive technology and community beliefs and attitudes • Provides a link between the changes and how they have affected the ability of same sex couples to become parents • Provides relevant examples	6–7
• Provides information about the changes in reproductive technology and community beliefs and attitudes • Attempts to link the changes with the impact on same sex couples • Provides relevant example(s)	4–5
• Provides some information about reproductive technology and/or community beliefs and/or attitudes and/or same sex couples • Provides an example(s)	2–3
• Provides one relevant point about reproductive technology or community beliefs or attitudes or same sex couples	1

Answers could include:

- Changes in reproductive technology have allowed same sex couples to become parents. As reproductive technology such as IVF has developed higher success rates, same sex couples can use the technology to have the genetic connection for at least one of the parents. Legislation has allowed for same sex couples to access this technology where previously they were prevented from doing so. These changes encourage same sex couples to become parents.

- In regards to changes in community beliefs, many people in society believe that same sex relationships are an acceptable part of life and that same sex parents can raise children in a family setting. In regards to attitudes, many people are encouraging and positive, feeling very comfortable being around same sex parents with or without children. These changes make same sex couples more confident in becoming parents.

- Previously, same sex couples may not have been allowed or accepted as IVF patients, however, society has become more accepting of same sex couples and same sex couples now have access to the same services as heterosexual couples. There are still pockets of society that are still struggling to accept this change in society and some barriers and judgements still exist.

- There are some communities, such as religious groups, who have strong values in their faith which oppose the use of reproductive technologies. If the couple had religious connections, this could make the process of becoming parents more challenging for them.

Section II

Question 30 (a)

Criteria	Marks
• Demonstrates thorough knowledge and understanding of how legislation protects and supports adoptive parents • Provides relevant examples	4
• Demonstrates sound knowledge and understanding of how legislation protects and supports adoptive parents • Provides examples	3
• Provides some information on how legislation protects and/or supports adoptive parents	2
• Provides some relevant information	1

Sample answer:

Adoption legislation in Australia is made at the state government level and is put in place to protect and support adoptive parents and the children being adopted. Adoption legislation gives the adoptive parents full parental rights and responsibilities to ensure that they are protected when raising the child and making decisions on their behalf. Legislation supports an open adoption situation but does not allow the biological parents to have any rights over the adoptive parents, thereby protecting the adoptive family unit.

Via adoption legislation, adoptive parents are entitled to parental leave and family financial assistance, which would support the adoptive parents in raising and caring for their child.

Question 30 (b)

Criteria	Marks
• Demonstrates extensive knowledge and understanding of societal expectations young females and males • Demonstrates a clear link between societal expectations and their impact on the wellbeing of young females and males • Provides relevant examples	6
• Demonstrates thorough understanding of the societal expectations of young females and males • Provides a link between societal expectations and their impact on the wellbeing of young females and males • Provides relevant example(s)	4–5
• Provides some information on societal expectations of young females and/or males • Provides an example	2–3
• Provides a relevant point(s) on societal expectations of young females and/or males	1

Sample answer:

As young people turn 18, there are a number of activities they can now legally engage in, including drinking alcohol and engaging in sexual relationships. When a young person chooses to engage in one of these activities, they may feel pressure from society to act in a particular way. For example, a society may stereotype that it is socially acceptable for a young male to engage in binge drinking. They may be seen as cool and popular, and be socially accepted by society. However, this expectation for males can negatively impact their physical and emotional wellbeing, as they may engage in risky activities while under the influence, which could put them at risk of harm to themselves or others. In comparison if a young male goes against the stereotype and chooses not to engage in risky activities, such as binge drinking, they may be ridiculed or judged for choosing a lifestyle that goes against society's expectation. This could negatively impact on their wellbeing as they feel like an outcast from society for going against the norm.

Similarly, young females also have societal expectations around drinking alcohol and the drinking culture for young people. If a young female engages in binge drinking and risky behaviour, they might be viewed differently to when a male engages in the same activities. The female might be shamed and ridiculed for engaging in such behaviours, as the stereotype for young females is to be responsible and maintain her integrity. This can be contradictory to the expectations around drinking for young males. This could have a negative effect on a young female, as their sense of worth and self-identity could be questioned, which could reduce their social–emotional wellbeing.

Question 30 (c)

Criteria	Marks
• Demonstrates extensive knowledge and understanding about the importance of community organisations working with the government • Provides a clear and valid judgement on the importance of community organisations working with the government to support and protect individuals and families • Provides a clear link to the effect on individual and family wellbeing • Communicates ideas and information using many relevant examples • Presents a logical and cohesive answer	13–15
• Demonstrates thorough knowledge and understanding of the importance of community organisations working with the government • Provides a judgement on the importance of community organisations working with the government to support and protect individuals and families • Provides a link to the effect on individual and family wellbeing • Communicates ideas and information using relevant examples • Presents a cohesive answer	10–12
• Provides information on how community organisations work with government to support and protect individuals and families • Communicates ideas and information using relevant example(s)	7–9
• Provides some information on how community organisations and/or the government support and/or protect individuals and/or families • Provides example(s)	4–6
• Provides a relevant point(s) about support for individuals and/or families	1–3

Answers could include:

It is important for government departments and community organisations to work together within the community to help support and protect individuals and families. When these two bodies work together the delivery of services is more effective and far reaching. Often community organisations will design and implement services that support individuals and families, for example crisis assistance for families experiencing trauma, the government usually provides the funding for these programs to run. Therefore, if there is no collaboration between government and community organisations then funding and other resources might not be allocated in the amounts needed for the services to function.

It is also important for government and community organisations to work together to protect individuals and families. If there are issues of safety concerning the welfare of a child within a home, then the government department, Family and Community Services, would need to work alongside community organisations, for example Life Without Barriers, to ensure the child is protected, has safe housing and access to basic resources. If these two bodies don't work together then individuals and families in need may be negatively affected.

Question 31 (a)

Criteria	Marks
• Provides detailed information about how technology assists in keeping employees safe in the workplace • Provides relevant examples	4
• Provides information about how technology assists in keeping employees safe in a workplace • Provides example(s)	3
• Provides some information about technology in the workplace and/or the safety of employees • Provides an example	2
• Provides one relevant point about technology in the workplace or the safety of employees	1

Sample answer:

Technology is in place to keep employees safe at work.

Automatic shut down systems are in place when an employee's safety is in jeopardy. A button is pushed which immediately stops the machines to protect the worker from harm.

Other examples are smoke detectors and ceiling showers. When the conditions change in the environment these technologies activate and minimise the risk of injury.

In environments where there is high risk involved, like using heavy machinery, employers can install WiFi blockers/jammers and restrict telecommunication signals so staff are not distracted by their phones during working hours.

Question 31 (b)

Criteria	Marks
• Provides thorough information on how technological advancements have contributed to the development of a global community • Provides a clear link between the technological advancement and its contribution to the development of a global community • Provides relevant examples	6
• Provides sound information on how technological advancements have contributed to the development of a global community • Attempts to provide a link between the technological advancement to the development of a global community • Provides examples	4–5
• Provides some information on how technological advancement(s) have contributed to the development of a global community • Provides an example	2–3
• Provides one relevant point about technological advancements	1

Sample answer:

Advancements in technology have increased communication and transport opportunities, and made accessing services easier.

Mobile phones are now smartphones, computers have cameras. These devices make it easier for people all over the world to communicate with each other via software such as Skype or video calls, like Messenger on Facebook and Facetime on the smartphone. Geographical distance is no longer an issue in maintaining strong family ties and friendship connections with people all over the world.

Advancements in transport technology have made travelling more efficient. A recent example is Qantas's development of an aeroplane to travel from Australia to London without any mid-flight stops. This makes a shorter timeframe for people to travel around the world.

Many people now shop online and this advancement makes global communities like service providers and manufacturers seem close and accessible. Consumers have more choice in products because they know when a product is purchased overseas it is delivered in a very timely manner.

Question 31 (c)

Criteria	Marks
• Demonstrates extensive knowledge and understanding of the possible effects of banning mobile phones within schools on education, health and wellbeing • Provides detailed arguments for and against banning mobile phones in schools • Provides clear links to the effect on individual wellbeing • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer	13–15
• Demonstrates a thorough knowledge and understanding of the possible effects of banning mobile phones within schools on education, health and wellbeing • Provides arguments for and against banning mobile phones in schools • Provides link(s) to the effect on individual wellbeing • Communicates ideas and information using relevant examples • Presents a cohesive answer	10–12
• Demonstrates sound knowledge of the possible effects of banning mobile phones within schools on education, health and wellbeing • Provides argument(s) for and/or against banning mobile phones in schools • Provides relevant example(s)	7–9
• Provides some information on the possible effects of banning mobile phones within schools • Provides reason(s) for and/or against banning mobile phones in schools • Provides example(s)	4–6
• Provides a relevant point(s) about the possible effects of banning mobile phone in schools and/or point(s) for and/or against banning mobile phones	1–3

Answers could include:

To ban the use of mobile phones within schools:

Education

For   Distraction – young people are often easily distracted and with mobile phones in their pockets or school bags they will find it more difficult to maintain their focus on schoolwork/teachers and want to know/read text messages when sent or notifications on their social media accounts as they happen. This affects their ability to focus in class and their academic capabilities.

Against   Education resource – many students have smartphones on which they are able to do research to aid their learning. There are free apps which can be downloaded for class use, such as 'fitness pal' where measurements can be made, calculated and used to assess a student's fitness levels during practical lessons. It is easier to carry and record from a smartphone than from a laptop during physical activities.

Health

For   <u>Mental health</u> – due to students with smartphones having access to social media like Facebook and Snapchat, bullying can be a huge issue. Young people should 'switch off' during school and not access their phone to reconnect with people. If all schools banned mobile phones, cyber bullying would decrease, enhancing their mental health.

Against <u>Immediate health checks</u> – some students have health issues and require medications at particular times of the day or need access to their phone to check their blood pressure or insulin levels without taking out large, bulky devices and drawing attention to themselves. Smartphones can help students meet their needs.

Wellbeing

For   <u>Social and physical wellbeing</u> – if students had mobile phones at school, during lunch and recess they would be sitting down, face down playing games, scrolling through social media and limiting their chance to interact with other students face to face thus improving their social wellbeing. Alternatively they could be engaging in 'free play' like basketball or netball so they are being physically active which can improve physical wellbeing.

Against <u>Emotional</u> – they may feel disconnected from social media and online connections, which could lead to anxiety and impact emotional wellbeing.

Question 32 (a)

Criteria	Marks
• Provides detailed information on the reasons for current trends in the labour force regarding both age and gender • Provides relevant examples	4
• Provides information on the reasons for current trends in the labour force regarding both age and gender • Provides examples	3
• Provides some information on the reasons for current trends in the labour force regarding age and/or gender • Provides an example	2
• Provides one relevant point about trends in the labour force or reasons for current trends in the labour force	1

Sample answer:

Older people are staying in the workforce longer. This is because the age to access the Age pension is increasing.

Another reason is the increased cost of living and the lifestyle people want to enjoy at retirement. Unfortunately, the Age pension is not substantial and therefore older people are remaining employed.

The female participation rate in the labour force has increased. This is because there has been an increase in tertiary qualifications achieved by females and then they have entered into the labour force. Due to the rising cost of living both parents often work to meet the financial needs of the family.

Question 32 (b)

Criteria	Marks
• Provides thorough information about the benefits of paid and unpaid work for the aged and adolescents • Provides clear link/s on the benefits of paid and unpaid work for the aged and adolescents • Provides relevant examples	6
• Provides information about the benefits of paid and unpaid work for the aged and adolescents • Attempts to provide a link on the benefits of paid and unpaid work for the aged and adolescents • Provides examples	4–5
• Provides some information about the benefits of paid and/or unpaid work for the aged and/or adolescents • Provides an example	2–3
• Provides one relevant point about paid or unpaid work	1

Sample answer:

Paid work can be beneficial for adolescents as it provides them with an opportunity to earn an income which can help them to meet their needs. The style of paid work would need to fit in with the adolescent's lifestyle and commitments, for example paid full-time work would not be suitable due to schooling. Paid work may not be beneficial for a younger adolescent as they may not have the need to financially support themselves, because they are still dependent on their parents for financial support.

Paid work can be beneficial for an aged person if they are still able to demonstrate the skills and knowledge to perform the requirements of the job. An aged person may not be eligible for the aged pension or may not have access to superannuation, therefore paid work may be their only way to support their financial needs, thus being a suitable style of work. It can, however, be challenging for an aged person to find paid work as employers may be reluctant to employ an older person, or the aged person does not have the skills and capabilities for the role.

Unpaid work can give a young person an opportunity to trial a career path and gain some experience which would not otherwise be available. Many aged individuals can benefit from volunteering which can provide a sense of purpose, which can boost their social and emotional wellbeing.

Question 32 (c)

Criteria	Marks
• Demonstrates extensive knowledge and understanding about workplace structures and their ability to support the rights and responsibilities of employees • Provides a clear and valid judgement on the effectiveness of workplace structures and their ability to support the rights and responsibilities of employees • Provides a clear link to the effect on the wellbeing of the employee • Communicates ideas and information using relevant examples • Presents a logical and cohesive answer	13–15
• Demonstrates thorough knowledge and understanding about workplace structures and their ability to support the rights and responsibilities of employees • Provides a judgement on the effectiveness of workplace structure/s and their ability to support the rights and responsibilities of employees • Provides a link to the effect on the wellbeing of the employee • Communicates ideas and information using relevant examples • Presents a cohesive answer	10–12
• Demonstrates sound knowledge of workplace structure/s and their ability to support the rights and/or responsibilities of employees • Communicates ideas and information using relevant example(s)	7–9
• Provides some information on workplace structure/s and/or rights and/or responsibilities of employees • Provides example(s)	4–6
• Provides a relevant point(s) on workplace structure or rights or responsibilities of employees	1–3

Answers could include:

- Workplace structures
    – Legislation eg health and safety, equal employment opportunity
    – Work conditions eg awards, grievance procedures
    – Trade unions
    – Flexible work patterns and practices eg job share, flexible work arrangements
    – Workplace culture eg childcare, prayer room, kitchen
    – Leave entitlements eg parental, carers
- Employee rights
    – Minimum wage and entitlements met as set out by the award or contract
    – Leave entitlements
    – Safety including access to equipment and training
    – Freedom to join a union
    – Access to training to complete work
    – Be treated fairly without discrimination
- Employee responsibilities
    – Not breaking the law
    – Follow company safety procedures
    – Demonstrates a positive work ethic
    – Treat others with respect without discrimination.

2020 HSC Community and Family Studies Mapping Grid

Section I
Part A

Question	Marks	Content	Syllabus outcomes
1	1	Parenting and caring — becoming a parent or carer	H2.1
2	1	Research methodology — research process – interpreting research	H4.1
3	1	Parenting and caring — factors affecting the roles of parents and carers – styles of parenting	H2.1
4	1	Research methodology — research fundamentals	H4.1
5	1	Parenting and caring — factors affecting the roles of parents and carers – rights and responsibilities in parenting and caring	H2.3
6	1	Groups in context — issues of concern – satisfaction of needs	H2.2
7	1	Research methodology — research process	H4.1
8	1	Parenting and caring — becoming a parent or carer	H2.1
9	1	Parenting and caring — factors affecting roles of parents and carers – parenting styles	H2.1
10	1	Groups in context — satisfaction of needs	H1.1
11	1	Research methodology — research fundamentals – research process	H4.1
12	1	Groups in context — positive influences on community attitudes	H6.2
13	1	Research methodology — research fundamentals	H4.1
14	1	Groups in context — groups – access to services	H5.1
15	1	Groups in context — access to services	H5.1
16	1	Research methodology — research fundamentals	H4.1
17	1	Research methodology — research fundamentals	H4.1
18	1	Parenting and caring — support for parents and carers	H5.1
19	1	Groups in context — exploring the four specific groups within the community	H3.1
20	1	Research methodology — research fundamentals – sampling	H4.1

Section I
Part B

Question	Marks	Content	Syllabus outcomes
21	4	Research methodology — research fundamentals	H4.1
22	6	Groups in context — issues of concern for specific groups within the community — satisfaction of needs	H2.2
23	6	Parenting and caring — influences on parents and carers	H5.2
24	6	Groups in context — issues of concern for specific groups within the community – access to services	H5.1
25	5	Research — research processes	H4.1
26	6	Parenting and caring — influences on parents and carers – social	H3.4
27	6	Research methodology	H4.1
28	8	Groups in context — addressing the groups, issues of concern	H5.1
29	8	Parenting and caring — types of parents and carers	H3.4

Section II

Question	Marks	Content	Syllabus outcomes
30 (a)	4	Family and societal interactions — being a responsible family member – government role in supporting adults and families	H3.4
30 (b)	6	Family and societal interactions — assisting young people to become young adults – government's role in regulating rights of young people	H6.1
30 (c)	15	Family and societal interactions — supporting and protecting individuals and families – role of community organisations and agencies	H3.3
31 (a)	4	Social impact of technology — impact of technology on lifestyles – technologies in the workplace	H2.3
31 (b)	6	Social impact of technology — reasons for the development of technology	H3.4
31 (c)	15	Social impact of technology – impact of technology on lifestyle – technologies and the community	H3.4
32 (a)	4	Individuals and work — the nature of work – the labour force	H3.4
32 (b)	6	Individuals and work — the nature of work – patterns of work	H2.2
32 (c)	15	Individuals and work — structures that support individuals in the workplace – rights and responsibilities	H2.3