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## 2021 HSC Community and Family Studies Marking Guidelines

### Section I, Part A

#### Multiple-choice Answer Key

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

## Section I, Part B

### Question 21

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates a thorough knowledge and understanding of the suitability of using questionnaires when conducting research</li> <li>• Provides clear points for and/or against the suitability of using questionnaires when conducting research</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge and understanding of the suitability of using questionnaires when conducting research</li> <li>• Provides point(s) for and/or against the suitability of using questionnaires when conducting research</li> </ul>        | 3     |
| <ul style="list-style-type: none"> <li>• Provides some information about the suitability of using questionnaires when conducting research</li> </ul>   | 2     |
| <ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>   | 1     |

**Answers could include:**

Questionnaires can be distributed to large populations of people and provide a useful amount of quantitative data. They are inexpensive and easy to undertake. Questionnaires can have open and closed questions. They can be completed electronically which makes the collection time faster and easier to manage.

Data collection and interpretation can be relatively easy as questions are generally easy to answer (especially closed questions) and do not require many detailed, long responses. But data collected by means of a questionnaire will only be reliable and valid if the questions included in it have been developed correctly and carefully.

Questionnaires require a lot of planning and preparation. The questions can be biased or misleading therefore providing unreliable data.

**Question 22**

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about how the community's use of positive terminology could have an impact on the wellbeing of people with disabilities</li> <li>• Provides examples</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding about how the community's use of positive terminology could have an impact on the wellbeing of people with disabilities</li> <li>• Provides example(s)</li> </ul>  | 3     |
| <ul style="list-style-type: none"> <li>• Provides some information about how the community's use of positive terminology could have an impact on the wellbeing of people with disabilities</li> </ul>  | 2     |
| <ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>   | 1     |

**Sample answer:**

When positive terminology is used the individuals in this group could feel supported and that they are being recognised as a person first and not by their disability. Using the term 'accessible' rather than 'disabled' and by focusing on what an individual can do, rather than on their limitations, enables individuals to feel they are valued members of the wider community. The term 'special education' has been replaced with 'diverse learning'. Doing this demonstrates diversity in learning needs. Positive terminology has an impact on wellbeing as it increases an individual's confidence and makes them feel accepted.

**Question 23**

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding about a variety of different support options for working parents</li> <li>• Demonstrates clear cause and effect of the benefits that a variety of support options have on working parents</li> <li>• Provides relevant examples</li> </ul> | 6     |
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about a variety of different support options for working parents</li> <li>• Demonstrates cause and effect of the benefits that a variety of support options have on working parents</li> <li>• Provides relevant examples</li> </ul>        | 5     |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding about a variety of different support options for working parents</li> <li>• Attempts to demonstrate cause and effect of the benefits that a variety of support options have on working parents</li> <li>• Provides examples</li> </ul>         | 4     |
| <ul style="list-style-type: none"> <li>• Demonstrates basic knowledge and understanding about different support options for working parents</li> <li>• Attempts to provide a link between the benefit of the support option(s) and working parents</li> <li>• Provides example(s)</li> </ul>   | 2–3   |
| <ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>   | 1     |

**Answers could include:**

Working parents could use both formal and informal support options.

Informal support such as neighbours caring for children at times where parents take time to maintain their own wellbeing to go to the gym or meet with friends.

Grandparents offering to look after children while parents are at work. This saves the parents from having to pay for childcare and relieves financial burden. It also provides the opportunity to build a strong relationship between the children and the grandparents.

Formal support such as Government agencies could include Centrelink to provide financial support for parents with children in childcare centres with the childcare subsidy. This allows parents to return to work without the full burden of the cost of childcare.

Before and After School Care and Vacation Care provides care for children of parents who work outside of school hours. This allows parents to fulfil their commitment as an employee while providing quality care for their children when they are not with them. Family Day Care provides care for children of working parents. Children are cared for in small groups that truly focus on each child's individual needs and development. This provides working parents with a flexible care arrangement that provide an individualised focus on their child relieving the stress and guilt of leaving their child in care.

Other points could include Healthcare, Counselling and Respite Care.

## Question 24

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding about TWO significant needs of Youth</li> <li>• Demonstrates clear cause and effect between the significant needs not being met and the impact on the wellbeing of Youth</li> <li>• Provides relevant examples</li> </ul> | 6     |
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about TWO significant needs of Youth</li> <li>• Demonstrates cause and effect between the significant needs not being met and the impact on the wellbeing of Youth</li> <li>• Provides relevant examples</li> </ul>        | 5     |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding about TWO significant needs of Youth</li> <li>• Attempts to demonstrate cause and effect between the significant needs not being met and the impact on the wellbeing of Youth</li> <li>• Provides example(s)</li> </ul>       | 4     |
| <ul style="list-style-type: none"> <li>• Provides some information about the need(s) of Youth</li> <li>• Attempts to provide a link between the significant need(s) and the wellbeing of Youth</li> <li>• Provides example(s)</li> </ul>  | 2–3   |
| <ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>  | 1     |

### **Sample answer:**

Sense of identity is a significant need for Youth because this is the stage in life where individuals may go through major changes which can impact their wellbeing. This could be due to different stages of schooling and study, a change in living arrangements due to studying away from the family home or a change in family structure such as death or a divorce. All of these changes can negatively impact a young person's emotional wellbeing as they may struggle to cope with the changes and their social wellbeing as they may lose friends due to changes in living arrangements and find it difficult to break into new friendships groups leading to isolation and feeling alone. Individuals may also be faced with health issues, mental health concerns and questions about gender and sexuality. This can lead to a decline in physical wellbeing if the health issues eg depression is not addressed and a decline in emotional wellbeing if they lack self-worth and feel they do not "fit in" to the friendship group or feel isolated in society.

Education is another significant need for Youth as this will provide individuals with access to numerous pathways for the rest of their life. Education gives individuals the ability to make choices, be informed and to make access to services in the community such as Centrelink support for financial and housing assistance, Medicare and broader employment opportunities. If this need is not met a young person may have limited knowledge of what resources are available to them in society or struggle to secure employment. This can have a negative impact on their emotional wellbeing as they feel they are not worthy in society. It can also have a negative impact on their economic wellbeing if they are unable to secure employment which limits their access to finances to pay for services required or essential goods.

### Question 25 (a)

| Criteria                                     | Marks |
|--|-------|
| • Completes table with three correct answers | 3     |
| • Completes table with two correct answers   | 2     |
| • Completes table with one correct answer    | 1     |

**Sample answer:**

|   |  |
|---|--|
| What primary method is most likely to have been used to gather this data? | <i>Questionnaires</i>  |
| Identify an advantage of presenting data in this form                     | <i>Trends can be identified across the years clearly.</i>  |
| Identify a limitation of presenting data in this form                     | <i>Unable to distinguish the exact time where change occurred and/or the difference between males and females engaged in work/study.</i> |

**Question 25 (b)**

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Identifies a specific change indicated in the graph</li> <li>Provides detailed reasons for this change</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>Identifies a change indicated in the graph</li> <li>Provides reasons for this change</li> </ul>                   | 3     |
| <ul style="list-style-type: none"> <li>Attempts to identify a change indicated in the graph</li> <li>Provides reason(s) for a change</li> </ul>          | 2     |
| <ul style="list-style-type: none"> <li>Provides one relevant point about the graph</li> </ul>  | 1     |

**Answers could include:**

The graph shows that there is a significant increase in people aged 15–24 not engaged in work/study in 2020. This increase could be due to the pandemic, which resulted in a loss of jobs and businesses closing down. Many young people with jobs in the hospitality industry have been left unemployed.

Also, restrictions put in place due to the pandemic caused border closures and therefore affected the seasonal employment opportunities in agricultural jobs, eg fruit picking, sheep shearing. This also saw a number of international students unable to return to Australia for their studies.

The 2008–2009 Global Financial Crisis may have contributed to a drop in employment for people aged 15–24 years.

Individuals who have finished their education and are looking for a job are unable to secure employment (increase in people aged 15–24 not engaged in work/study in 2020).

Some individuals in this age group may have had to provide care for younger siblings as their parents were working from home during the pandemic and needed the younger siblings supervised or they may have had to provide care for older family members such as grandparents, resulting in an increase in young people not engaged in employment in 2020.

## Question 26

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of each of the steps involved when conducting research about participation in organised sport during the HSC year</li> <li>• Provides a clear link between the components of the research process</li> <li>• Provides relevant examples for all steps conducted</li> </ul> | 6     |
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of each of the steps involved when conducting research</li> <li>• Provides a link between the components of the research process</li> <li>• Provides relevant example(s) for all steps conducted</li> </ul>   | 5     |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding of the steps involved when conducting research</li> <li>• Attempts to link components of the research process</li> <li>• Provides relevant example(s) for the step(s)</li> </ul>   | 4     |
| <ul style="list-style-type: none"> <li>• Provides some information about the step(s) involved when conducting research</li> <li>• Provides example(s)</li> </ul>   | 2–3   |
| <ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>   | 1     |

### Sample answer:

- Access sources of data  
 Harry would need to access secondary sources of data such as Australian Bureau of Statistics, print and digital sources, journals, websites, podcasts, blogs to gain background knowledge on the benefits of participating in organised sports. This would be recorded in a literature review.  
 Primary sources of data would need to be considered and the most suitable source(s) selected. He could distribute questionnaires to HSC students, family members of HSC students, coaches/managers/team members. Interviews could be conducted as well as case studies if there is ample time and resources.
- Collect and record data  
 Collecting primary data via interviews and questionnaires with a variety of HSC students in his community and through social media. The sample size would be dependent on his access to time and resources available, eg social media contacts.  
 Once collected he would tally the data using his chosen technology to gain insight into his findings.
- Document actions and issues  
 Harry would have started to document the research process in his diary to record values, attitudes and feelings, and decisions made, reflecting honestly on problems encountered such as an interviewee being unable to make the initial appointment time and how this was rectified. The timeline should be reflected in the diary.

### Question 27 (a)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Provides characteristics of an authoritarian style of parenting</li> </ul> | 2     |
| <ul style="list-style-type: none"> <li>Provides relevant information</li> </ul>                                   | 1     |

**Sample answer:**

Authoritarian parenting styles are rigid. They are not flexible and do not allow dependants to contribute to decision making. This style of parenting enforces strict rules and issues consequences such as punishment.

### Question 27 (b)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Demonstrates thorough knowledge and understanding of the effects an authoritarian parenting style could have on this family</li> <li>Provides clear points for and/or against the effects an authoritarian parenting style could have on this family</li> <li>Provides relevant examples</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>Demonstrates sound knowledge and understanding of the effects an authoritarian parenting style could have on this family</li> <li>Provides point(s) for and/or against the effects an authoritarian parenting style could have on this family</li> <li>Provides relevant example(s)</li> </ul>      | 3     |
| <ul style="list-style-type: none"> <li>Provides some information about the effects of an authoritarian parenting style</li> </ul>  | 2     |
| <ul style="list-style-type: none"> <li>Provides relevant information</li> </ul>  | 1     |

**Answers could include:**

Authoritarian style of parenting is inflexible and often has preconceived goals set. Parents expect compliance with dependants having little input into the decisions that may affect them. This can allow parents to feel they have structure and clear boundaries. Communication is clear, tone is firm, there is no negotiation, dependants are expected to follow instructions. Authoritarian style of parenting will aim to satisfy all needs.

*3-year-old son*

At this age it is important that clear boundaries/limitations are set, and guidance is given to assist the child in making appropriate decisions, e.g. food related, clothing/dressing, safety. Parents are also able to enter into positive conversations due to the clear boundaries. The child may not be able to develop skills to foster independence. The child may be fearful of the parents.

*16-year-old daughter*

The daughter will have clear understanding of boundaries and limitations, promoting a positive relationship, e.g., having a night-time curfew would allow her to ensure that she manages her time and does not cause confrontation within the family. This form of parenting or caring may result in the daughter becoming resentful and distant. The fear that authoritarian can arouse may led to a very poor-quality relationship. It may not promote the well-being of the dependent who is unable to become independent.

## Question 28

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding about organisations within the community for the group</li> <li>• Provides valid judgements on the extent to which these organisations assist in satisfying the needs of the group</li> <li>• Provides relevant examples</li> </ul> | 8     |
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about organisations within the community for the group</li> <li>• Provides a valid judgement on the extent to which these organisations assist in satisfying the needs of the group</li> <li>• Provides relevant examples</li> </ul> | 6–7   |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge about organisation(s) within the community for the group</li> <li>• Makes clear the relationship between the organisation(s) in the community and satisfying the need(s) of the group</li> <li>• Provides examples</li> </ul>                             | 4–5   |
| <ul style="list-style-type: none"> <li>• Provides some information about organisation(s) for the group and/or satisfying the need(s) of the group and/or provides example(s)</li> </ul>   | 2–3   |
| <ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>  | 1     |

### **Answers could include:**

Community organisations are a group of people who work together, like a neighbourhood association, a charity, a union, or a corporation. This group work together for a common goal and is characterised by being structured and formal. These meet the needs of groups within the community. Some community organisations target particular groups, where as others will support the needs of a number of groups. The needs that these community organisations meet are sense of identity, security and safety, health, adequate standard of living, education, employment. Due to the individual diversity within a group, there may be limitations to the community organisations' ability to meet the needs of the group, despite its targeted nature. This might be due to limited access, community attitudes or limited resources that cannot meet the growing nature of the group.

The aged are those 65 years + and experience deteriorating health. It is a time where many move from a structured workplace to retirement. This means that they have more time within their day, and for some, their previously structured workday, with roles and responsibilities is now left to be filled. A community organisation such as the Men's Shed is a fully functioning workshop, but the concept is the updated version of the backyard shed. They target men following retirement, although these centres are open to males aged 6-96. Their aim is to create a safe space for men to come, use their hands and connect. The Men's Shed are committed to time on community projects which guarantees the attendees a sense of purpose, this ensures that men who are re-establishing their identity following retirement are given the opportunity to support each other to build a new identity, such as a friend, an expert craftsman or someone who lends an ear. This in turn creates a new sense of purpose to support building a new identity. Unfortunately, this organisation targets only men, meaning that it does not support the whole group to establish a new sense of identity. Women who now have similar working commitments and who live longer than their male counterpart do not have the equivalent community organisation to attend. Males will also have to have access to a local Men's Shed, meaning that despite the opportunity to meet some aged men's needs, it does not meet the entire groups sense of identity needs.

## Question 29

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding about parenting and caring roles</li> <li>• Provides extensive information on how the strategies used are similar and/or different for the roles</li> <li>• Provides relevant examples</li> </ul>   | 8     |
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about parenting and caring roles</li> <li>• Provides thorough information on how the strategies used are similar and/or different for the roles</li> <li>• Provides relevant examples</li> </ul>   | 6–7   |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge about parenting and caring roles</li> <li>• Provides information about strategies that can be used for both parent and carer</li> <li>• Attempts to show similarity and/or difference between the strategy for parent and carer</li> <li>• Provides example(s)</li> </ul> | 4–5   |
| <ul style="list-style-type: none"> <li>• Provides some information about parenting and/or caring and/or strategies</li> </ul>   | 2–3   |
| <ul style="list-style-type: none"> <li>• Provides a relevant point about parenting or caring or a strategy</li> </ul>   | 1     |

### **Answers could include:**

#### **Satisfying specific needs**

Similarities – Sally would need to ensure that both dependants have an adequate standard of living. This would include ensuring that there is food on the table, clothing and adequate room/shelter for each of the individuals in the home.

Differences – Elderly mother may need modifications to the home, eg modified bathroom and wheelchair access. Teenage son would need support in accessing educational resources and engagement in learning.

#### **Building positive relationships with dependants**

Similarities – both elderly mother and teenage son require time and opportunities with Sally to develop meaningful relationships, eg Weekend sport with her son and Bingo with her elderly mother at the local club.

Differences – Sally would need to ensure that she allocates time to spend with her teenage son to ensure that he does not resent the care needed for his elderly grandmother and its effect on his social and educational aspirations.

#### **Promoting the wellbeing of the dependant**

Similarities – Meeting the specific needs of both the child and elderly mother (social, emotional, economic, cultural, physical and spiritual).

Both dependants need economic support to promote their wellbeing. Sally would be working to provide financial assistance/support for her son to cover his educational and extracurricular costs. Sally may also need money to make modifications in the home such as shower rails and ramps to maintain her mother's independence. Sally would help both dependants in accessing financial support through the government for example Centrelink (pension and Active Kids Vouchers) to help assist the wellbeing of both dependants.

## Section II

### Question 30 (a)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about the reasons for legal rights given to young people</li> <li>• Provides relevant examples</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding about the reasons for legal rights given to young people</li> <li>• Provides relevant example(s)</li> </ul>  | 3     |
| <ul style="list-style-type: none"> <li>• Provides some information about the legal rights given to young people</li> </ul>   | 2     |
| <ul style="list-style-type: none"> <li>• Provides relevant information</li> </ul>  | 1     |

**Answers could include:**

Young people are given rights through legislation and policies to assist in the safe transition into adulthood. This legislation includes the legal right to apply for a driver's licence, which assists the young person to become more independent in travelling to study, travelling to work and accessing services. It is compulsory for young people to attend formal schooling from 6–17 years of age. This ensures that education is accessible to all. There are laws in place restricting access to tobacco, alcohol and gambling to protect the health and wellbeing of young people.

The right to vote at 18 years of age when registered with the electoral commission to contribute to their democratic society.

Legal age for sexual relationships and marriage to protect health and emotional wellbeing.

Obtain a passport to allow for overseas travel and identification.

Protection in the workplace in terms of working hours, wages and conditions.

### Question 30 (b)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of how provisions by local communities protect the welfare of children</li> <li>• Demonstrates cause and effect of how provisions by local communities protect the welfare of children</li> <li>• Provides relevant examples</li> </ul>         | 6     |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding of how provisions by local communities protect the welfare of children</li> <li>• Attempts to demonstrate cause and effect of how provisions by local communities protect the welfare of children</li> <li>• Provides relevant examples</li> </ul> | 4–5   |
| <ul style="list-style-type: none"> <li>• Provides some information about how local communities protect the welfare of children</li> <li>• Provides example(s)</li> </ul>   | 2–3   |
| <ul style="list-style-type: none"> <li>• Provides relevant information</li> </ul>  | 1     |

**Sample answer:**

Local communities run a range of different activities and formal settings such as school, counselling, arts and crafts and leisure activities to protect children’s physical, mental and social wellbeing. These programs may include:

- Schools – duty of care and free counselling services to support the mental health and wellbeing of students. Education to allow children to meet milestones.
- School zones ensure that drivers are only travelling at a speed of up to 40 km/h to ensure that children are able to arrive and depart school safely.
- Council-run parent groups educate parents and carers on how to support their children's health and wellbeing through nurturing their development.
- Local community newsletters which provide information and guidance on topics such as seminars to educate parents and carers on cyber safety.
- Social and leisure activities such as sporting programs that encourage fitness, swimming lessons to teach children to swim and safely be around water and education programs such as 'slip, slop, slap, wrap' in reference to sun safety.

### Question 30 (c)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding about how legislation supports adults and families</li> <li>• Provides clear and valid judgement(s) about legislation in supporting adults and families</li> <li>• Provides clear link(s) to the effect on the wellbeing of adults and families</li> <li>• Communicates ideas and information using relevant examples</li> <li>• Presents a logical and cohesive answer</li> </ul> | 13–15 |
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about how legislation supports adults and families</li> <li>• Provides a judgement about legislation in supporting adults and families</li> <li>• Provides a link to the effect on the wellbeing of adults and families</li> <li>• Communicates ideas and information using relevant examples</li> <li>• Presents a cohesive answer</li> </ul>                                      | 10–12 |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge about how legislation supports adults and families</li> <li>• Attempts to provide a link to how legislation supports adults and families</li> <li>• Provides relevant example(s)</li> </ul>  | 7–9   |
| <ul style="list-style-type: none"> <li>• Provides basic information about how legislation supports adults and/or families</li> <li>• Provides example(s)</li> </ul>  | 4–6   |
| <ul style="list-style-type: none"> <li>• Provides relevant information about legislation and/or support</li> </ul>   | 1–3   |

**Answers could include:**

The legislation *Marriage Act 1961/ Marriage Act 1991/ Marriage Amendment Act 2017* (Cth) supports adults and families in terms of ensuring that there are processes in place to ensure that legal requirements are adhered to and protect the safety of individuals. This is demonstrated in many ways that protect and support individuals' rights from being violated. This can be seen in circumstances such as a 15-year-old falling pregnant and being forced to marry against her wishes. Over time this legislation has been amended to accommodate changes in society such as marriage age requirements and same-sex marriage. The change of age ensures that individuals must be legally considered an adult (18 years of age) therefore protecting minors from being forced into marriage.

The most recent amendments were a result of community pressure and lobbying of the government to be inclusive of the wider community. They allow same-sex couples the right to marry legally as of 2017. This amendment supports individuals and families to have the same rights as the larger population and not be discriminated against due to sexual orientation. The wellbeing of same-sex couples is enhanced due to the legal recognition of their relationship status, resulting in a stronger sense of identity and satisfying their safety and security needs.

- Legislation such as the *Crimes Act 1900/ Crimes Act 2007* (NSW) – amendment to this Act ensured that domestic violence was recognised as a crime. This encouraged safety for individuals living in a domestic situation that put them at risk of harm and as a result has seen an increase in support services for victims requiring emergency housing and protection.

- *The Family Law Act 1975* (Cth) – introduced the no-fault divorce and established the Family Court of Australia. This legislation allowed for couples to separate and divorce after 12 months without there being a person labelled as responsible. The establishment of the Family Court allowed for trained magistrates to process sensitive family issues while the divorce proceedings were heard.
- *The Family Law Reform Act 1995* (Cth) – this amendment to the Family Law Act was reform that created a focus on the rights of the child. This allowed for the concept of shared responsibilities and parenting duties. This resulted in the requirement for a parenting plan to be implemented for dependants.
- *The De Facto Relationship Act 1994* (NSW) – this legislation covered the property rights and maintenance of de facto partners. This was changed to *Property (Relationships) Act 2018* (NSW) to relate to same-sex couples.
- *The Adoption Act 2000* (NSW) – this was an overhaul of legislation that incorporated many of the changes in social and community attitudes towards parenthood since the *Adoption Act 1965* (NSW).
- *The Adoption Information Act 1990* (NSW) – this improved the rights of all people involved in adoption to access information and created registers so adoptees and relinquishing parents could express an interest in contact or veto contact. This allowed families to reconnect and provide a sense of identity.
- *The Assisted Reproductive Technology (ART) Act 2007* (NSW) – regulates the ethical and social aspects of ART and prevents the commercialisation of human reproduction. People that provide a gamete or ART treatment or research are protected. Donor information may be accessed if a child born via donor donation turns 18 and wishes to make contact. This helps infertile and same-sex couples to have children.
- *The Surrogacy Act 2010* (Cth) – surrogacy in Australia must be altruistic and the intended parents must cover the surrogate's medical costs during pregnancy and birth. Full legal parentage is given to the intended parents. This helps infertile and same-sex couples to have children.

### Question 31 (a)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of how household technology can contribute to the wellbeing of individuals and families</li> <li>• Provides relevant examples</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding of how household technology can contribute to the wellbeing of individuals and families</li> <li>• Provides examples</li> </ul>             | 3     |
| <ul style="list-style-type: none"> <li>• Provides some information about how household technology/technology can contribute to the wellbeing of individuals and/or families</li> <li>• Provides example(s)</li> </ul>               | 2     |
| <ul style="list-style-type: none"> <li>• Provides relevant information</li> </ul>   | 1     |

**Answers could include:**

Household technologies include labour-saving devices eg washing machine, dryer, microwave, robotic vacuum, dishwasher. These devices usually save time, allowing individuals and families to spend time doing other things. Examples include participating in sport and leisure activities such as walking which enhances physical wellbeing; family outings to reconnect which enhances social and emotional wellbeing. Although the devices save time they can also have a financial burden on families as these technologies can be quite costly if there is the constant desire to upgrade to newer models with more features.

Technology devices - sensor lighting to reduce electricity costs (economic wellbeing)  
 Security devices - CCTV cameras provide a sense of safety and security (emotional wellbeing)

### Question 31 (b)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about the social and economic impact of ONE piece of technology</li> <li>• Demonstrates cause and effect on the social and economic impact of ONE piece of technology</li> <li>• Provides relevant examples</li> </ul> | 6     |
| <ul style="list-style-type: none"> <li>• Demonstrates sound understanding about the social and economic impact of ONE piece of technology</li> <li>• Attempts to demonstrate cause and effect on the social and/or economic impact of ONE piece of technology</li> <li>• Provides examples</li> </ul>             | 4–5   |
| <ul style="list-style-type: none"> <li>• Provides some information about the social and/or economic impact of ONE piece of technology</li> <li>• Provides example(s)</li> </ul>   | 2–3   |
| <ul style="list-style-type: none"> <li>• Provides relevant information</li> </ul>   | 1     |

**Answers could include:**

Wireless ear buds/earphones

**Social**

Offer great sound and call quality and some noise cancellation so that an individual may feel that they are always connected to the outside world/friends/family/work.

Some individuals place value on the brand of their chosen ear buds/earphones and feel socially accepted within their friendship/peer group through the image this provides.

No cords which allows freedoms. Some individuals connect their ear buds/earphones to their watch while out exercising and don't need to carry their phone allowing them to stay in contact with others.

Alternatively there are a number of issues that can arise through the use of wireless ear buds/earphones as individuals can become complacent about things occurring around them and miss traffic noises or conversations with others.

**Economic**

When this technology first became available it was very expensive but is now accessible due to a reduction in cost. This reduction in cost is due to more competition in the market by manufacturers. There is a broad range in price and quality of this technology making it more readily available however brand image is important to some individuals and in turn this can cause some financial strain. With advances in technology manufacturers have now fitted wireless ear buds/earphones with rechargeable batteries which reduces the cost of replacing single use items when replacing batteries.

There are some economic concerns related to health costs for check-ups on hearing and ear infections.

### Question 31 (c)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding about technology, individuals' work/life balance and career pathways</li> <li>• Provides clear and valid relationships between technology and its implications on individuals' work/life balance and career pathways</li> <li>• Provides clear link(s) to the effect on the wellbeing of the individual</li> <li>• Communicates ideas and information using relevant examples</li> <li>• Presents a logical and cohesive answer</li> </ul> | 13–15 |
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about technology, individuals' work/life balance and career pathways</li> <li>• Provides a relationship between technology and its implication(s) on individuals' work/life balance and career pathways</li> <li>• Provides a link to the effect on the wellbeing of the individual</li> <li>• Communicates ideas and information using relevant examples</li> <li>• Presents a cohesive answer</li> </ul>                                  | 10–12 |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding about technology, individuals' work/life balance and/or career pathways</li> <li>• Attempts to provide a link between the impact of technology and/or work/life balance and/or career pathways</li> <li>• Communicates ideas and information using example(s)</li> </ul>   | 7–9   |
| <ul style="list-style-type: none"> <li>• Provides basic information about the impact technology has on individuals' work/life balance and/or career pathways</li> <li>• Provides example(s)</li> </ul>   | 4–6   |
| <ul style="list-style-type: none"> <li>• Provides relevant point(s) about technology and/or individuals' work/life balance and/or career pathway</li> </ul>  | 1–3   |

**Answers could include:**

- Technologies in the workplace include safety technology, information and communication technology, structure of the workplace (health and safety, equipment, efficiency, flexibility, and education and training), and introduction of technology into the workplace.
- Workplaces use online platforms and services to connect their employees and industry making access available 24/7. This reduces the need for employees to travel interstate and internationally and allows more time to be spent with their family. Flexible working hours, access to online files and access to the global community for international organisations provides easy communication to occur. However, this can have an adverse effect on an individual's health and wellbeing with no scheduled time to 'switch off'. For example an employee having to log in to a video conference at midnight due to different time zones around the world. Alternatively this could be preferred by individuals because this suits their family life, allowing them to work at night rather than during traditional work hours of 9am–5pm and therefore they may not need to access supports such as daycare.
- Technology has increased the potential to research job advertisements, apply for positions and be interviewed online via a chat or submitting an application online rather than posting or hand delivering. This reduces time and cost because job applicants do not physically need to meet with potential employers. Job advancement and opportunities are now no longer restricted by geographical location as the field of applicants can be received online across the globe; this opens the possibility for individuals to make changes to their current career pathway. However, this could be a barrier for individuals who do not have access to efficient Wi-Fi or personal laptops/computers.

- Online training has allowed individuals to retrain or upskill without having to take time off work or travel to a training facility/institution. This provides opportunities for individuals to be more efficient with their time and allow them to reallocate that time to spend with loved ones and also create more career pathways.
- Wi-Fi allows individuals to work in different places such as at home, a library, whilst commuting, rather than in the office. This improves the flexibility of time for individuals. Where they would have worked onsite they now can work on the go and in a variety of places if offsite. This ensures that individuals have better access to work opportunities that once may have been limited due to geographic location.
- Ergonomic work spaces and hot desking where individuals can rent work spaces in commercial/communal offices, including Wi-Fi, printers, network access etc. This reduces the cost to set up an office at home allowing this money to be allocated to recreation, home, leisure costs.
- When not working in a traditional office setting there are a number of things that need to be considered such as the need for a constant electricity supply and connection to Wi-Fi. Some individuals may not live in an area where they have access to Wi-Fi or due to remote areas or storms they may have disruption to their electricity and Internet connection.
- If individuals are working from home this may have an impact on their physical and emotional health due to not being in a routine, eg not dressing for work. They also may feel isolated, as they are not in face-to-face communication with colleagues/peers. If not in a traditional office setting there can a strain due to a lack of tech support.
- Technology such as lifts at work places give access to people with disabilities, providing career pathways.

**Question 32 (a)**

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of how skills learnt through work can assist young people to manage multiple roles</li> <li>• Provides relevant example(s)</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding of how skills learnt through work can assist young people to manage multiple roles</li> <li>• Provides example(s)</li> </ul>             | 3     |
| <ul style="list-style-type: none"> <li>• Provides some information about how skill(s) learnt through work can assist young people or manage multiple roles</li> <li>• Provides example(s)</li> </ul>                             | 2     |
| <ul style="list-style-type: none"> <li>• Provides relevant information</li> </ul>  | 1     |

**Sample answer:**

Young people can have multiple roles such as study, sporting team member, carer or volunteer. A young person who is engaged in work learns employability skills which can transfer into other aspects of their life. Skills such as communication, teamwork, budgeting, decision making and time management are developed when engaged in employment and in turn this assists them to manage their multiple roles. An example of this would be a young carer using their communication skills that they developed at work to access support services for the dependant they are caring for.

**Question 32 (b)**

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of the suitability of part-time and voluntary work for aged individuals</li> <li>• Provides points for and/or against the suitability of part-time and voluntary work for aged individuals</li> <li>• Provides relevant examples</li> </ul>       | 6     |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding of the suitability of part-time and voluntary work for aged individuals</li> <li>• Attempts to provide point(s) for and/or against the suitability of part-time and/or voluntary work for aged individuals</li> <li>• Provides example(s)</li> </ul> | 4–5   |
| <ul style="list-style-type: none"> <li>• Provides some information about the suitability of part-time and/or voluntary work for aged individuals</li> <li>• Provides example(s)</li> </ul>   | 2–3   |
| <ul style="list-style-type: none"> <li>• Provides relevant information</li> </ul>  | 1     |

**Sample answer:**

The stage of life for aged individuals can be characterised by declining energy and health, moving into retirement, caring for a partner or grandchildren, loss of partner and friends, available time for travel and recreation and less financial demands.

Part-time work allows aged individuals to transition to retirement, provides financial independence, social interaction and a sense of identity and purpose. Aged individuals are often reluctant to step away from their employment as this is a large part of how they identify themselves and therefore part-time work allows them to minimise the amount of hours worked while maintaining a sense of identity. Part-time is also an option for individuals who have a declining health and mobility in jobs that may require strenuous physical movement such as a nurse or carpenter. Part-time work ensures financial stability for those who are not able to move into self-funded retirement.

Voluntary work offers a rewarding experience for individuals as this promotes social interaction, the feeling of giving back and utilising skill sets they have developed over decades. This is only beneficial for aged individuals who are financially independent/stable however there can be a preconceived idea that retirees will volunteer due to the time they have.

### Question 32 (c)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of social factors and patterns of work</li> <li>• Provides a clear and valid relationship between social factors and their implications on individuals and their patterns of work</li> <li>• Provides clear link(s) to the effect on the wellbeing of the individual</li> <li>• Communicates ideas and information using relevant examples</li> <li>• Presents a logical and cohesive answer</li> </ul> | 13–15 |
| <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of social factors and patterns of work</li> <li>• Provides a clear and valid relationship between social factors and their implications on individuals and their patterns of work</li> <li>• Provides a link to the effect on the wellbeing of the individual</li> <li>• Communicates ideas and information using relevant examples</li> <li>• Presents a cohesive answer</li> </ul>                     | 10–12 |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding of social factors and patterns of work</li> <li>• Provides links between social factors and their impact on individuals and their patterns of work</li> <li>• Communicates ideas and information using examples</li> </ul>  | 7–9   |
| <ul style="list-style-type: none"> <li>• Provides basic information about social factor(s) and/or individuals and/or their patterns of work</li> <li>• Provides example(s)</li> </ul>   | 4–6   |
| <ul style="list-style-type: none"> <li>• Provides relevant point(s) about social factor(s) and/or patterns of work</li> </ul>   | 1–3   |

**Answers could include:**

- Social Factors include:
  - education/retraining
  - technology
    - computers
    - automation/robotics
    - research and development
  - employment/unemployment
  - perceptions of gender
  - family circumstances, including structural change
  - government policy
  - economics
- Patterns of work include:
  - full-time, part-time, job share, casual
  - permanent, temporary/contract
  - self-employed
  - shift work
  - voluntary
  - seasonal
  - working remotely
  - others

- Technology – automation/robotics have changed manufacturing and therefore pushed people out of employment due to them being replaced by machinery. As a result, organisations have reduced full-time employees so individuals often are employed on a casual basis, which prevents them having access to working conditions such as paid leave, creating uncertainty in their own financial wellbeing.
- Economic – 2020 saw a global pandemic which resulted in job loss due to a lack of productivity and profits for many industries and in turn many individuals suffered financially. Although many individuals in customer facing roles in the hospitality industry were laid off, many businesses were able to adapt and to provide take-away only services. These businesses were seen to increase profits due to not having to pay wages to wait staff. Conversely this pandemic enabled many individuals to engage in more flexible working hours as they were able to work from home. This resulted in time saved travelling and people could reallocate that time to personal or family needs and household responsibilities.
- Family circumstances – starting a family may change patterns of work from full time to part time. Caring for a family member could result in working from home.
- Education and retraining – easier as there are many online opportunities. With continual changes due to technology, individuals need to upskill themselves in their specific industry. Examples: teachers using online platforms; environmental sustainability in workplaces that require employees to communicate and perform roles digitally instead of using paper.
- Government policy – Job Keeper funding allowed businesses to continue to employ individuals which they may have had to let go due to the pandemic. As a result, individuals had financial security (minimal) to try to avoid circumstances such as homelessness.

# 2021 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 – types of parents and carers  | H2.2              |
| 2        | 1     | Parenting and caring — becoming a parent or carer – types of parents and carers  | H2.1              |
| 3        | 1     | Groups in context — exploring the four specific groups within the community  | H3.1              |
| 4        | 1     | Research methodology — research fundamentals   | H4.1              |
| 5        | 1     | Research methodology — research fundamentals   | H4.1              |
| 6        | 1     | Research methodology — research fundamentals   | H4.1              |
| 7        | 1     | Research methodology — the research process  | H4.1              |
| 8        | 1     | Parenting and caring — factors affecting the roles of parents and carers – influences on parents and carers                    | H1.1              |
| 9        | 1     | Parenting and caring — becoming a parent or carer – preparations for becoming a parent or carer                                | H2.2              |
| 10       | 1     | Research methodology — research fundamentals   | H4.1              |
| 11       | 1     | Research methodology – research fundamentals   | H4.1              |
| 12       | 1     | Groups in context — issues of concern – factors affecting access to services   | H5.1              |
| 13       | 1     | Groups in context — issues of concern – access to services   | H1.1              |
| 14       | 1     | Research methodology — research fundamentals   | H4.1              |
| 15       | 1     | Groups in context — issues of concern – factors affecting access to services   | H2.2              |
| 16       | 1     | Groups in context — issues of concern – satisfaction of needs  | H1.1              |
| 17       | 1     | Research methodology — the research process  | H4.1              |
| 18       | 1     | Parenting and caring — factors affecting the roles of parents and carers – rights and responsibilities in parenting and caring | H2.3              |
| 19       | 1     | Groups in context — issues of concern – satisfaction of needs  | H1.1              |
| 20       | 1     | Parenting and caring – factors affecting the roles of parents and carers – influences on parents and carers                    | H2.1              |

## Section I Part B

| Question | Marks | Content   | Syllabus outcomes |
|----------|-------|---|-------------------|
| 21       | 4     | Research methodology — research methods   | H4.1              |
| 22       | 4     | Groups in context — exploring the four specific groups in the community   | H2.2              |
| 23       | 6     | Parenting and caring — types of support for parents and carers and types of services provided through formal support services | H3.2              |
| 24       | 6     | Groups in context — issues of concern – satisfaction of needs   | H3.1              |
| 25 (a)   | 3     | Research methodology — research fundamentals  | H4.1              |
| 25 (b)   | 4     | Research methodology — examine data from print and electronic sources to determine the key findings                           | H4.2              |
| 26       | 6     | Research methodology — research process   | H4.1              |

| Question | Marks | Content  | Syllabus outcomes |
|----------|-------|--|-------------------|
| 27 (a)   | 2     | Parenting and caring — styles of parenting and caring  | H2.1              |
| 27 (b)   | 4     | Parenting and caring — styles of parenting and caring  | H2.1              |
| 28       | 8     | Groups in context — creating positive social environments – addressing the group’s issues of concern | H3.3<br>H4.2      |
| 29       | 8     | Parenting and caring — roles of parents and carers   | H2.1              |

**Section II**

| Question | Marks | Content   | Syllabus outcomes |
|----------|-------|---|-------------------|
| 30 (a)   | 4     | Family and societal interactions — assisting young people to become young adults – the government’s role in regulating rights of young people | H2.3              |
| 30 (b)   | 6     | Family and societal interactions — protecting children – the community’s role in providing for the wellbeing of children                      | H3.2, H3.3        |
| 30 (c)   | 15    | Family and societal interactions — being a responsible adult family member – the government’s role in supporting adults and families          | H3.3              |
| 31 (a)   | 4     | Social impact of technology — the impact of technology on lifestyle – technologies and the family   | H3.4              |
| 31 (b)   | 6     | Social impact of technology — a selected piece of technology – issues related to technological development                                    | H3.4              |
| 31 (c)   | 15    | Social impact of technology — impact of technology on lifestyle – technologies and the workplace  | H3.4              |
| 32 (a)   | 4     | Individuals and work — youth employment – issues that impact on youth employment  | H3.3              |
| 32 (b)   | 6     | Individuals and work — nature of work – patterns of work  | H3.3              |
| 32 (c)   | 15    | Individuals and work — changing work patterns – social factors leading to changing work patterns  | H3.4, H6.1        |