



# Western Australian Certificate of Education Examination, 2012

## Question/Answer Booklet

# CHILDREN, FAMILY AND THE COMMUNITY

## Stage 3

Please place your student identification label in this box

Student Number: In figures

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In words

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### Time allowed for this paper

Reading time before commencing work: ten minutes  
Working time for paper: three hours

### Materials required/recommended for this paper

#### *To be provided by the supervisor*

This Question/Answer Booklet  
Multiple-choice Answer Sheet

Number of additional answer booklets used (if applicable):

#### *To be provided by the candidate*

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

Special items: nil

### Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

## Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of exam
Section One: Multiple-choice	10	10	10	10	10
Section Two: Short answer	6	6	90	60	50
Section Three: Extended response	3	2	80	50	40
<b>Total</b>					100

## Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2012*. Sitting this examination implies that you agree to abide by these rules.

2. Answer the questions according to the following instructions.

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

Sections Two and Three: Write answers in this Question/Answer Booklet.

3. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
  - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
  - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

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

This section has **10** questions. Answer **all** questions.

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

Suggested working time: 10 minutes.

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1. Social capital
  - (a) consists of material goods or fixed assets that contribute to the production of goods and services.
  - (b) enables other types of capital to be owned and traded.
  - (c) consists of the institutions that help us to maintain and develop relationships and partnerships with others.
  - (d) relates to an individual, family or community's health, knowledge, skills and motivation.
  
2. Piaget's view of development
  - (a) focuses on discovery learning and identifies characteristics of various stages of development.
  - (b) emphasises the socio-cultural nature of learning and development.
  - (c) states that learning is an individual process.
  - (d) suggests that language plays a central role in development.
  
3. Factors that influence the establishment of sustainable networks and social systems include
  - (a) independence, capitalism and strict government power.
  - (b) social and civic participation to establish a dialogue and develop a supportive community chain.
  - (c) the accumulation of stories, visions and myths shared by people that provide a framework for how people view the world.
  - (d) the total wealth held by people in communities and the achievements made that contribute to the economy.
  
4. Erickson's theory of human development differs from Piaget's in that Erickson
  - (a) focuses on broad developmental issues.
  - (b) plays down the role of feelings and social relationships.
  - (c) proposes psychosexual stages.
  - (d) discusses an achievement scale for growth.

**See next page**

5. The Five Capitals Model of sustainability includes
- (a) human, social, manufactured, financial and physical.
  - (b) natural, social, manufactured, financial and cultural.
  - (c) natural, human, social, manufactured and physical.
  - (d) natural, human, social, manufactured and financial.
6. In Bronfenbrenner's Ecological Systems theory, which system refers to the political, legal and societal structures that affect the lives of family members?
- (a) Chronosystem
  - (b) Exosystem
  - (c) Mesosystem
  - (d) Microsystem
7. What is meant by the term 'empowerment'?
- (a) gaining skills and knowledge
  - (b) enhancing confidence and power in people
  - (c) the ability to exercise assertiveness
  - (d) increasing positive self-image
8. The Australian Government protects the principle of human rights by
- (a) deferring to people's sense of what is fair or just.
  - (b) providing services that enable citizens to enjoy life.
  - (c) funding law enforcement agencies to penalise those that deprive others of their human rights.
  - (d) encouraging all Australians to be responsible for respecting and protecting human rights.
9. What is meant by the term 'social justice'?
- (a) everyone should be treated as being right in a court of law
  - (b) everyone deserves equal economic, political and social rights and opportunities
  - (c) everyone should be given economic and political freedom in society
  - (d) everyone deserves to be provided with essential social services
10. Vygotsky believed that
- (a) cognition is completely biological and follows an orderly sequence.
  - (b) individuals can learn and be guided by others via instruction or modelled behaviour.
  - (c) the environment dictates the growth and development of self-awareness and identity.
  - (d) individuals are egocentric and put their own needs first.

**End of Section One**

**See next page**

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**See next page**

Section Two: Short answer

50% (60 Marks)

This section has **six (6)** questions. Answer **all** questions. Write your answers in the spaces provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

- Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
- Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

Suggested working time: 90 minutes.

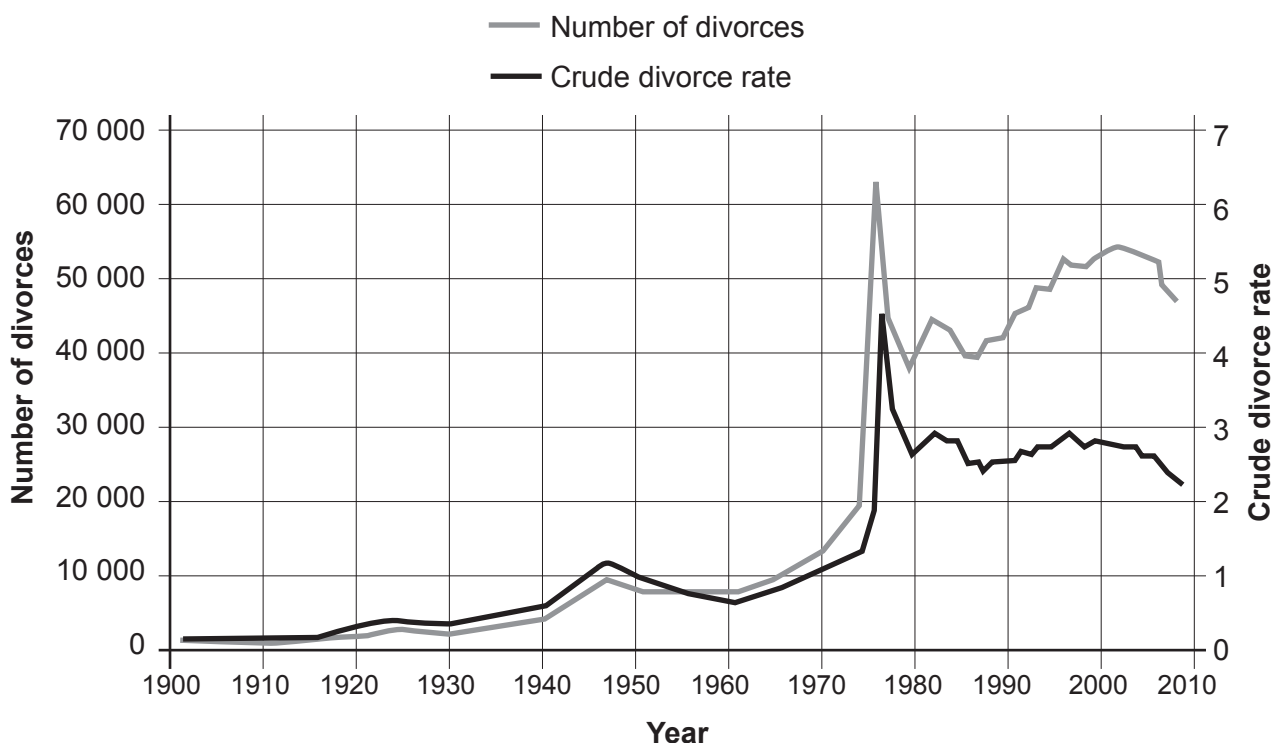
Question 11

(16 marks)

Question 11(a) relates to the graph *Numbers of divorces and crude divorce rate, 1901–2008*.

**Definition:** The crude divorce rate is the annual number of divorces per 1000 population.

Number of divorces and crude divorce rate, 1901–2008



See next page



- (c) Describe **three** products, services or systems that have been developed to support social cohesion within families and communities. (6 marks)

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Question 12

(10 marks)

- (a) Describe **two** global sustainability issues that affect individuals, families or communities.

(6 marks)

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- (b) Select **one** of the global sustainability issues identified in Part (a). Describe **two** actions that individuals, families or communities can take to promote awareness of this issue.

(4 marks)

Issue: \_\_\_\_\_

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**Question 13**

**(6 marks)**

Discuss how changing societal attitudes and values have influenced the development, management and use of sustainable support systems in the Australian community.

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Question 14

(10 marks)

- (a) Identify and explain a community strategy that advocates for the elimination of disadvantage and inequity in a specific group. (4 marks)

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- (b) Describe **three** skills you could use to advocate for the specific group identified in Part (a). (6 marks)

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Question 15

(12 marks)

- (a) Discuss the impact of **one** Australian Government policy on the growth and development of individuals and families in an identified community. (6 marks)

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- (b) Describe a specific community partnership that supports the Australian Government policy referred to in Part (a). Provide **two** examples of how this partnership supports individuals and families. (6 marks)

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Question 16

(6 marks)

Explain the interrelationship between biological, social and cultural factors in Vygotsky's Sociocultural theory. Provide **one** example to illustrate the interrelationship.

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End of Section Two

See next page

**Section Three: Extended response**

**40% (50 Marks)**

This section contains **three (3)** questions. You must answer **two (2)** questions. Write your answers in the spaces provided following Question 19.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

- Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
- Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

Suggested working time: 80 minutes.

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**Question 17**

**(25 marks)**

- (a) Discuss **two** factors that influence social cohesion within different community structures in Australia. (8 marks)
- (b) Explain the principles of Australia's Human Rights Framework 2010. What was the purpose of the Universal Declaration of Human Rights 1948? (8 marks)
- (c) Discuss in detail the relationship between social justice and political and legal issues relating to individuals or families or communities. (9 marks)

**Question 18**

**(25 marks)**

- (a) Discuss the interrelationship between the systems in Bronfenbrenner's Ecological Systems theory. (8 marks)
- (b) Discuss the impact of cultural factors on an individual's growth and development. (9 marks)
- (c) Discuss the relationship between Bronfenbrenner's Ecological Systems theory and Piaget's Cognitive Development theory. (8 marks)

## Question 19

(25 marks)

- (a) Discuss the impact of the Five Capitals Model of sustainable development on individual or community wellbeing. (8 marks)
- (b) Discuss the influence of individual and community group actions on creating and maintaining sustainable patterns of living. (8 marks)
- (c) Discuss **three** self-management skills or strategies an individual can apply to support the sustainable use of resources. (9 marks)

**End of questions**



















## ACKNOWLEDGEMENTS

### Section One

#### Question 11

Definition adapted from: United Nations, Department of International Economic and Social Affairs, Population Division. (2009). *World marriage data 2008*. Retrieved March, 2012, from [www.un.org/esa/population/publications/WMD2008/Metadata/CDR.html](http://www.un.org/esa/population/publications/WMD2008/Metadata/CDR.html).

Adapted from: Australian Institute of Family Studies. *Number of divorces and crude divorce rate, 1901–2008* [Graph]. Retrieved April 6, 2012, from [www.aifs.gov.au/institute/info/charts/](http://www.aifs.gov.au/institute/info/charts/).

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