



## Western Australian Certificate of Education Examination, 2013

### 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 fluid/tape, eraser, ruler, highlighters

Special items: nil

### Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised 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	65	50
Section Three: Extended response	3	2	80	60	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 2013*. 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 your 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 that you are continuing to answer at the top of the page.

**See next page**

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

This section has **10** questions. Answer **all** questions on the separate Multiple-choice Answer Sheet provided. For each question, shade the box to indicate your answer. Use only a blue or black pen to shade the boxes. 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. In the Five Capitals Model of sustainable development, sustainability is referred to as
  - (a) a measurement tool to determine the point at which gross domestic product is maximised.
  - (b) a community's control and prudent use of all forms of capital.
  - (c) the optimum point at which labour reaches a steady and high output level of productivity.
  - (d) policies that link ecology to government processes and identify any conflict with economic systems.
  
2. Vygotsky believed that cognitive development
  - (a) is mostly universal across cultures.
  - (b) stems largely from independent explorations.
  - (c) varies across cultures.
  - (d) is very egocentric in nature.
  
3. 'Define the situation', 'generate alternatives', 'select alternatives' and 'take action' are all steps in which process?
  - (a) decision making
  - (b) advocacy
  - (c) social enquiry
  - (d) conflict resolution
  
4. The process of enabling or authorising an individual to think, behave, take action, control their lifestyle, work and make decisions in autonomous ways is called
  - (a) accreditation.
  - (b) authorisation.
  - (c) delegation.
  - (d) empowerment.

**See next page**

5. According to Piaget's Cognitive Development theory, when a child realises the cause-and-effect relationship of their actions, they are in the
- (a) pre-operational stage.
  - (b) concrete operational stage.
  - (c) formal operational stage.
  - (d) sensorimotor stage.
6. In the Five Capitals Model the term 'human capital' is
- (a) the accumulation of stories, visions and myths shared by people that provides the framework for how people view the world.
  - (b) the total wealth held by people in communities and the achievements made by communities in contributing to the economy.
  - (c) the knowledge, skills, experiences and capabilities that people can contribute toward useful work for the community and economy.
  - (d) the health, knowledge, skills, intellectual outputs, motivation and capacity for relationships of the individual.
7. Bronfenbrenner's Ecological Systems theory is one of many different theories relating to human development that emphasises
- (a) environmental factors as playing the major role in development.
  - (b) the role of feelings and social relationships.
  - (c) the concept of developmental stages.
  - (d) a framework for interpreting findings and guiding research.
8. How are human rights protected in Australia?
- (a) human rights are protected only by international law
  - (b) only some human rights are protected by the Australian Constitution
  - (c) only when Australia signs an international treaty are human rights protected
  - (d) only human rights of Aboriginal and Torres Strait Islanders are protected by the Australian Constitution
9. Which of the following are the three integral aspects of sustainable patterns of living?
- (a) financial system, self-governing process and ecology
  - (b) environment, biodiversity and ecology
  - (c) regulation, privatisation and technological advancement
  - (d) independence, capitalism and government power
10. Changing societal attitudes and values reflect
- (a) the formation of an attachment bond between an infant and its carer.
  - (b) a tendency for social theorists to explain everything in terms of social causes.
  - (c) the process of becoming part of a society by learning its norms and values.
  - (d) the means by which social and cultural continuity are attained.

**End of Section One**

**See next page**

Section Two: Short answer

50% (65 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 that you are continuing to answer at the top of the page.

Suggested working time: 90 minutes.

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Question 11

(10 marks)

- (a) Identify **four** examples of barriers to individuals or groups accessing community or government services or systems. (4 marks)

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- (b) Select **one** barrier from part (a) and analyse **three** impacts of this barrier on individuals and families. (6 marks)

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Question 12

(10 marks)

- (a) Using a principle of Australia's Human Rights Framework 2010, explain **three** ways in which the rights of individuals may be protected. (6 marks)

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- (b) Government policies are not neutral, but impact on the lives of some individuals or groups.

Identify **two** government policies that support disadvantaged individuals or groups. (2 marks)

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- (c) Select **one** government policy and explain how that policy may **not** support some disadvantaged individuals or groups. (2 marks)

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Question 13

(8 marks)

(a) What is the role of advocacy skills in the community?

(2 marks)

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(b) With reference to a group you may have studied, explain **three** advocacy skills used to promote changes in community attitudes.

(6 marks)

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Question 14

(11 marks)



- (a) Explain how the photograph above supports Vygotsky's theory of development. (3 marks)

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- (b) Explain how the photograph might be different if it were to be used to support Piaget's theory of development. (2 marks)

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- (c) Discuss the interrelationship between biological, social and cultural factors in terms of Vygotsky's theory of development. (6 marks)

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**Question 15**

**(14 marks)**

- (a) List **four** global issues or trends you have studied that might influence people's present and future actions. (4 marks)

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**Question 15** (continued)

- (b) Using **two** global issues or trends identified in part (a), explain how these issues or trends might influence people's future actions. (6 marks)

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- (c) Explain **two** ethical considerations associated with the identified issues or trends and discuss how they could influence the actions of an individual or group. (4 marks)

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Question 16

(12 marks)

- (a) Describe **three** communication strategies that could be used when advocating for a social issue. (6 marks)

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- (b) From part (a), select and justify **two** communication strategies to use when advocating for the elimination of disadvantage in a specific group. (6 marks)

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**Section Three: Extended response**

**40% (60 Marks)**

This section has **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 that you are continuing to answer at the top of the page.

Suggested working time: 80 minutes.

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**Question 17**

**(30 marks)**

Growing numbers of individuals and groups in the Australian community are subject to separation by distance. The relationships that exist between these individuals and groups need to be supported, maintained and strengthened if we are to have healthy communities.

Community partnerships (support services or organisations), governments, individuals or groups involved all have roles and responsibilities in this process.

- (a) Identify and explain **two** examples of how distance could impact on the relationships and health of individuals, families or groups. Discuss **two** ways in which government could assist in the formation of community partnerships for individuals, families or groups. (10 marks)
- (b) From part (a), discuss **two** community partnerships that exist so that relationships between individuals, families or groups are maintained and strengthened. Choose **two** specific examples and explain how a support service or organisation assists these individuals, families or groups. (10 marks)
- (c) From part (a), discuss **two** roles or responsibilities of the individuals, families and groups involved and **one** role or responsibility of the Australian Government. (10 marks)

**Question 18**

**(30 marks)**

- (a) Explain Bronfenbrenner's Ecological Systems theory. (4 marks)
- (b) Discuss how each system in Bronfenbrenner's Ecological Systems theory impacts on an individual's development and wellbeing. Include **two** examples for each system. (16 marks)
- (c) Discuss **five** advantages of using Bronfenbrenner's Ecological Systems theory when working with individuals in the community. (10 marks)

**See next page**

## Question 19

(30 marks)

- (a) Identify **five** components of the Five Capitals Model of sustainable development and explain each component briefly. (10 marks)
- (b) Using the Five Capitals Model of sustainable development, discuss in detail **two** impacts of Australia's predicted population growth on individuals and the community. (10 marks)
- (c) Identify and explain the benefits of **five** renewable energy sources of natural capital for sustainable development. (10 marks)

**End of questions**









Question number: \_\_\_\_\_

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