Government of **Western Australia**
School Curriculum and Standards Authority

WACE
Western Australian Certificate of Education

Western Australian Certificate of Education Examination, 2015

Question/Answer Booklet

CHILDREN, FAMILY AND THE COMMUNITY

Stage 3

Please place your student identification label in this box

Student Number: In figures

In words

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.

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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	7	7	90	106	50
Section Three: Extended response	3	2	80	60	40
				Total	100

Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2015*. 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.

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. A social feature of a service developed to assist fly in, fly out families is

   (a) a service located near public transport.
   (b) one subsidised by the government.
   (c) where buildings meet all safety regulations.
   (d) a service that includes a helpline.

2. Communication strategies to be used when advocating to empower individuals include

   (a) talking, reinforcing and mediating.
   (b) providing feedback, negotiating and emailing.
   (c) speaking calmly, active listening and providing feedback.
   (d) nurturing, emailing and speaking calmly.

3. When evaluating the value of a secondary source to research, which of the following are **most** important?

   (a) validity, author and source
   (b) reliability, date and author
   (c) relevance, date and source
   (d) reliability, authenticity and relevance

4. A major aspect of Vygotsky's theory of development is the Zone of Proximal Development. An example of a teacher applying this aspect of the theory in their primary classroom is

   (a) teaching children who know their two times table to learn the four times table.
   (b) using group work with students of mixed ability in each group.
   (c) breaking down new skills to be mastered into a series of steps to be mastered sequentially.
   (d) teaching skills at the level of the weakest students in the class.

5. Political factors influencing the growth and development of single-parent families include

   (a) the *Family Law Act 1975* and the provision of social security payments.
   (b) workforce opportunities for women.
   (c) single parent family support groups and counselling.
   (d) childcare subsidies and Legal Aid.

6. The *Family Law Act 1975* (Commonwealth) and *Family Court Act of WA 1997* (State) have led to an increase in services for families that are separating to include

(a) education.
(b) financial planning.
(c) childcare.
(d) mediation.

7. Which stage of Erikson's theory of development is 'Autonomy vs Shame and Doubt'?

(a) first
(b) second
(c) third
(d) sixth

8. What was the purpose of the *Universal Declaration of Human Rights* in 1948?

(a) establishment of basic rights and fundamental freedoms to which all human beings are entitled
(b) improvement of the basic human rights of women in our community
(c) protection of the rights of minority groups in our community
(d) establishment of laws to attend to the cultural diversity of individuals in Australia

9. Which term from Piaget's Cognitive Development theory is the basic building block of knowledge upon which further understanding will be developed?

(a) language
(b) assimilation
(c) schema
(d) symbols

10. A statutory body established by the government of Western Australia to protect human rights of Western Australians is

(a) the Australian Human Rights Commission.
(b) the Equal Opportunity Commission.
(c) the Working With Children Commission.
(d) Centrelink.

End of Section One

Section Two: Short answer **50% (106 Marks)**

This section has **seven (7)** 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.

Question 11 **(12 marks)**

(a) Explain how **two** Australian Government policies have been altered in order to adapt to changing social attitudes in a community. (6 marks)

Question 11 (continued)

(b) Discuss how **two** Australian Government policies affect the provision of resources in an identified community. Provide **one** example for each policy to clarify your discussion.

(6 marks)

Question 12 **(15 marks)**

(a) Discuss **one** law in Australia that supports equity and human rights for all individuals. (3 marks)

(b) Identify **three** ways in which the law discussed in part (a) assists individuals to lead a better life. (6 marks)

Question 12 (continued)

(c) Identify **two** ways in which the law identified in part (a) responds to the cultural diversity of individuals in Australia. (4 marks)

(d) Provide **two** examples of how an individual can demonstrate social justice and equality in a care setting. (2 marks)

Question 13 **(10 marks)**

"Of course it isn't a case of sexual discrimination. We just don't think you're the right man for the job."

(a) Discuss the message portrayed in the cartoon above. (3 marks)

Question 13 (continued)

(b) Discuss the role and responsibility of the Australian Government in relation to freedom from sexual discrimination as a human right. (3 marks)

(c) Describe the social justice options available to an individual whose human rights have been violated. (4 marks)

Question 14 **(21 marks)**

(a) Apply the Five Capitals Model to the management of resources in a care situation. Choose a care situation you have studied this year and discuss briefly the impact of the management of:

- natural
- human
- social
- manufactured, and
- financial resources

on the wellbeing of individuals or the community. (11 marks)

Question 14 (continued)

(b) Discuss **two** ways in which individuals **or** group actions can create and maintain sustainable patterns of living. (6 marks)

(c) Identify and explain **one** existing product that uses technological and sustainable features to preserve resources for future generations. (4 marks)

Question 15 **(18 marks)**

(a) Identify an existing product, service or system that has been designed to meet the needs of individuals and families. Outline **three** ways in which this product, service or system can meet the needs of individuals, families or groups in the community. (10 marks)

Question 15 (continued)

(b) Identify **one** social, political, ethical, environmental and financial feature of the product, service or system you have chosen in part (a), and for **one** of these features explain how an individual's or family's needs might be met. (8 marks)

Question 16 **(19 marks)**

(a) Identify a community that displays social cohesion. Give **three** examples of social cohesion indicators that the community demonstrates. (4 marks)

(b) Explain **two** factors that might contribute to a lack of social cohesion in a community. (6 marks)

Question 16 (continued)

(c) Identify and discuss **three** influences of changing social attitudes and values on the development of sustainable support systems within a community. (9 marks)

Question 17 **(11 marks)**

(a) Discuss **one** example of a community partnership that was established to help meet the needs of a particular group. (3 marks)

(b) For **two** major participants in the partnership identified in part (a), identify **two** roles and **two** responsibilities of each participant. (8 marks)

End of Section Two

See next page

Section Three: Extended response **40% (60 Marks)**

This section has **three (3)** questions. You must answer **two (2)** questions. Write your answers in the pages provided following Question 20.

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.

Question 18 **(30 marks)**

(a) What message does the cartoonist convey about sustainability? How could an individual apply **one** self-management skill or strategy to support the sustainable use of resources suggested by the cartoon? (6 marks)

(b) Explain **four** ways in which this issue might affect individuals, families and the community. (16 marks)

(c) Justify **two** actions or strategies that individuals, families and the community might use to promote awareness of the issue discussed in part (a). (8 marks)

Question 19 **(30 marks)**

(a) Discuss **three** elements of Bronfenbrenner's Ecological System theory. (9 marks)

(b) Explain **three** of Piaget's beliefs that explain his Cognitive Development theory. (9 marks)

(c) Compare Bronfenbrenner and Piaget's theories. Explain **one** way in which they are similar and **two** ways in which they are different. Give **one** example of how each theory could be used when working with individuals. (12 marks)

Question 20 **(30 marks)**

(a) Provide **two** contrasting reasons for and **two** contrasting reasons against social justice or social change at a global level. (8 marks)

(b) Identify **four** current global issues of social justice **or** social change and explain how they influence people's actions. (12 marks)

(c) Select **four** advocacy skills used to advocate for others on a global issue of social justice or social change. Explain how you could use **two** of these skills to assist with addressing a global issue of social justice or social change. (10 marks)

End of questions

Question number: _____

Question number: _____

Question number: _____

Question number: _____

Question number: _____

Question number: _____

Additional working space

Question number: _____

Additional working space

Question number: _____

ACKNOWLEDGEMENTS

Section One

Question 13(a) Image from: Kes. (2004). *'Of course it isn't a case of sexual discrimination. We just don't think you're the right man for the job'* [ID ksmn955]. Retrieved April, 2015, from www.cartoonstock.com/cartoonview.asp?catref=ksmn955

Section Three

Question 18(a) Image from: Lynch, M. (2014). *Wind farm where a forest once stood* [ID mlyn400]. Retrieved April, 2015, from www.cartoonstock.com/cartoonview.asp?catref=mlyn400

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