CHILDREN, FAMILY AND THE COMMUNITY

ATAR course examination 2018

Marking Key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

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

Question	Answer
1	b
2	c
3	a
4	b
5	a
6	d
7	c
8	a
9	b
10	d

Section Two: Short answer 50% (90 Marks)

Question 11 (9 marks)

Explain how you can assist the family with local knowledge, access to cultural groups and resources to connect with the community.

Description	Marks
Explains how the family can be assisted with local knowledge.	
Explains how the family can be assisted with local knowledge to connect with the community.	3
Describes how the family can be assisted with local knowledge to connect with the community.	2
States facts about local knowledge.	1
Subtotal	3
Explains how the family can be assisted with access to cultural groups.	
Explains how the family can be assisted with access to cultural groups to connect with the community.	3
Describes how the family can be assisted with access to cultural groups to connect with the community.	2
States facts about access to cultural groups.	1
Subtotal	3
Explains how the family can be assisted with access to resources.	
Explains how the family can be assisted with access to resources to connect with the community.	3
Describes how the family can be assisted with access to resources to connect with the community.	2
States facts about access to resources.	1
Subtotal	3
Total	9

Answers could include:

Local knowledge
- introduce them to local apps and services
- help them with information about local services e.g. library, shopping centres, schools
- ask questions that may help with communication barriers
- introduce them to local and state newspapers and then use a translate app so they can look for work or research current affairs.

Cultural groups
- ask others at school who may be from the same culture about cultural groups that they might want belong to
- be aware of cultural activities that may happen in the community
- use internet to find local groups.

Resources
- introduce them to the local migrant resource centre
- explain to them about Centrelink
- demonstrate online translation services for their computer or devices
- tell them about National Accredited Authority for Translation and Interpreters (NAATI) or other translators they may use to help with meetings and interviews
- introduce them to Communicare migrant services
- introduce them to employment agencies
- help them to prepare a resume
- introduce them to websites such as Medicare or Mygov.

Accept other relevant answers.

Question 12 (6 marks)

Creating sustainable patterns of living is an aim of many global communities. In the table below, identify **one** national and **one** global trend that promotes sustainable patterns of living and describe the actions people can take to support each trend.

Description	Marks
National trend	
Identifies a relevant national trend.	1
Subtotal	**1**
Describes the actions people can take to support the identified national trend.	2
States a fact/s about an action people can take to support the identified national trend.	1
Subtotal	**2**
Global trend	
Identifies a relevant global trend.	1
Subtotal	**1**
Describes the actions people can take to support the identified global trend.	2
States a fact/s about an action people can take to support the identified global trend.	1
Subtotal	**2**
Total	**6**

Answers could include:

National trends
Rubbish reduction
• eliminating plastic bags by purchasing reusable bags and supporting businesses that do not use plastic bags
• participating in recycling programs at home, school, work and the broader community
• use biodegradable food packaging and eating utensils rather than more traditional plastic disposable packaging and utensils
• participating and supporting businesses that use recycled coffee cups or bring your own coffee cups.
Reducing energy consumption
• reducing use of electricity created via fossil fuels by installing/using solar panels
• supporting electricity suppliers or businesses that use wind power
• buying/supporting businesses that manufacture/use electric cars
• supporting electricity suppliers that use hydroelectric power.
Enough food for all
• supporting/considering/not using/genetically modified foods
• eating fish from certified sustainable fish farming methods
• support/engage businesses that are developing new strains for food production that requires less water or pesticides
• invest in wind and wave power companies
• install solar panels.

Global trends
Reducing energy consumption
• using alternative or new fuels and supporting business that use alternative fuel types
• minimising carbon footprint and supporting business that are carbon neutral
• use bike lanes or use alternative methods of transport.
Enough food for all
• consider overall food security issues and support governments, business, groups that advocate for a secure food future
• support business that use food from certified sustainable farming methods

• support business that use/develop/produce drought resistant crops and genetically modified foods.
Pollution
• reduce use of environmentally unfriendly products in the household, e.g. pesticides, and support business that have a zero pollution policy
• support companies that employ a policy to reduce reliance on fossil fuels or have invested or are investing in renewal energies
• support governments that have a zero carbon footprint policy or ambition to reduce fossil fuel dependence and want to increase renewal energies.
Accept other relevant answers.

Question 13 (8 marks)

(a) Using the graph and information above, describe **two** reasons for the change in Australian average household size. (4 marks)

Description	Marks
For each of the **two** reasons for the change in Australian average household size. (2 x 2 marks)	
Describes a reason for the change in Australian average household size.	2
States a reason for the change in Australian average household size.	1
Subtotal	2
Total	4
Answers could include: • the change is that the household size is reduced and there has been an increase in single person households • households have become smaller possibly due to increased divorce rate, some people not marrying or choosing not to have children • families are getting smaller because people are having less or no children, using birth control • increased costs to raise children i.e. education, medical therefore people are choosing to have less or no children • the natural world is under threat from high population so people may make the conscious choice not to have children to ease population growth • cost of living has increased so much that people can't afford bigger families • more women choosing career over family and may wait too late to reproduce which could result in infertility • people are unable to find a partner, or prefer to live a single life • increased divorce rate has resulted in smaller, split families living in a household • an increasing ageing population, therefore more single occupant households.	
Accept other relevant answers.	

Question 13 (continued)

(b)   Discuss how the reasons described in part (a) have influenced the development and use
        of community support systems.   (4 marks)

Description	Marks
Discusses how the reasons described in part (a) have influenced the development and use of community support systems.	4
Explains how the reasons described in part (a) have influenced the development or use of a community support systems.	3
Describes how a reason described in part (a) have influenced the development and use of a community support system. **or** Describes how the reasons described in part (a) have influenced the development or use of a community support system.	2
States how a reason described in part (a) has influenced the development or use of a community support system.	1
Total	**4**

Answers could include:

- Relationship counselling – these services assist with the increasing divorce rate
- Childcare placements – these services assist families where parent/s are working
- Fertility clinics – to support person/s with fertility issues
- Online dating – an increase in single households online dating websites and services support person/s to create new relationships
- Public housing – increase in living costs, e.g. house prices, public housing supports person/s into affordable housing
- Aged care services – demand is steadily increasing as many childless couples have no one to support them in old age, or children not caring for aged parents
- Mediation – mediation services assist families to deal with high stress work and family environments and to negotiate conflict situations.

Accept other relevant answers.

Question 14 **(7 marks)**

(a)   Identify a sustainable project in your local community. (1 mark)

Description	Marks
Identifies a sustainable project in the local community	1
Total	1
Answers could include: • recycled children's toys program • school recycling program • WaterWise program • battery collection station/s • bush-care project/s • community/school gardens • food bank.	
Accept other relevant answers.	

(b)   Describe how an individual could apply **three** self-management skills to support the sustainable use of resources in the project identified in part (a). (6 marks)

Description	Marks
For each of the **three** self-management skills. (3 x 2 marks)	
Describes how an individual could apply a self-management skill to support the sustainable use of resources identified in part (a).	2
Outlines a self-management skill that could be applied to support the sustainable use of resources in part (a).	1
Subtotal	2
Total	6
Answers could include: Example - Community/school gardens • Setting goals – achievement in the sustainable project can be measurable and evaluated through setting goals. Set a goal to plant something new and try it each season to keep/encourage sustainability of plants. • Reflect/evaluating progress – using regular intervals to evaluate progress to determine time and resource use. Reflect on what has grown well in the garden and evaluate what you can change to ensure sustainable growth. • Time management – could be used to keep track of goal achievement, or establish time limits for achieving certain aspects of the project. Set aside time each week to water and weed to ensure that the garden grows and flourishes.	
Accept other relevant answers.	

Question 15   **(11 marks)**

(a)   Explain how amendments to an existing act or the implementation of a new act have contributed to social justice for minority groups.   (3 marks)

Description	Marks
Explains how amendments to an existing act or implementation of a new act have contributed to social justice for minority groups.	3
Describes how an amendment to an existing act or implementation of a new act has contributed to social justice for minority groups.	2
States a fact about how an amendment to existing act or implementation of a new act has contributed to social justice for minority groups.	1
Total	**3**

Answers could include:

- people campaign for changes to existing acts or for new acts when it is identified that either an existing act has failed or no act exists to enable social justice for minority groups
- all people should have equal rights and this led to social justice with the introduction of equal voting rights
- all people should have equal access to employment leading to the *Equal Opportunity Act 1984*
- all people should be given the same opportunity as others which led to changes to the marriage act to allow same sex marriages
- people's efforts are rewarded with changes to the acts and results in the community feeling justified in their actions.

Accept other relevant answers.

(b)   Discuss how social justice can influence social cohesion.   (4 marks)

Description	Marks
Discusses how social justice can influence social cohesion.	4
Explains how social justice can influence social cohesion.	3
Describes how social justice can influence social cohesion.	2
States how social justice can influence social cohesion	1
Total	**4**

Answers could include:

- social justice can lead to solidifying common values of the community
- reduction of community conflict as people feel they are being heard
- can increase social solidarity as everyone adheres to common laws
- enhances social networks as people become more educated and understanding of others.

Accept other relevant answers.

(c)   Social justice is important for the development of communities. Discuss how a community service and its resources contribute to social justice for a local community.

(4 marks)

Description	Marks
Discusses how a community service and its resources contribute to social justice for a local community.	4
Explains how a community service and its resources contribute to social justice for a local community.	3
Describes how a community service and a resource contribute to a local community.	2
States how a community service and a resource contribute to a local community.	1
Total	**4**

Answers might include:

- Human Rights Commission is a Western Australian service that aims to minimise disadvantage, inequity and discrimination. It does this through education and public awareness. It also addresses discrimination and human rights complaints, human rights compliance, policy and legislative development. It contributes to social justice by ensuring a legal avenue is available for people within the community to contest instances of human rights injustice.
- Equal Opportunity Commission Western Australia is a service that aims to minimise disadvantage, inequity and discrimination. It does this through education and training, handling complaints and making information freely available via their website. It contributes to social justice by ensuring a legal avenue is available for people within the community to contest instances of unfair employment practices.
- Worksafe WA is a service that aims to minimise disadvantage, inequity and discrimination. It does this by counselling and fights for employees right to feel safe. Worksafe WA makes information freely available via its websites and dedicated call centre. It contributes to social justice by ensuring a legal avenue is available for people within the community to contest instances of unsafe workplaces.
- Western Australian Police Force is a government service that aims to minimise disadvantage, inequity and discrimination by enforcing laws regarding inequity and discrimination. They provide human resources in the form of police, call centres, community awareness programs. It contributes to social justice by enforcing laws to ensure a safe and secure community.

Accept other relevant answers.

Question 16 (13 marks)

(a) Describe a product, service or system that has been developed to meet the needs of parents in the above scenario. (2 marks)

Description	Marks
Describes a product, service or system that has been developed to meet the needs of parents in the above scenario.	2
States a product, service or system that has been developed to meet the needs of parents in the above scenario.	1
Total	**2**
Answers could include: • mobile phones/electronic devices for tracking and ability to call child/children • devices that contain global positioning system (GPS) and texting abilities • use of additional apps that help identify a mobile phones location • walking school bus with a contactable leader.	
Accept other relevant answers.	

(b)   Explain how the product, service or system described in part (a) considers the environmental and economic factors required to meet the needs of the parents.

(6 marks)

Description	Marks
Explains the environmental factors.	
Explains how the product, service or system described in part (a) considers an environmental factor/s required to meet the needs of the parents.	3
Describes how the product, service or system described in part (a) considers an environmental factor/s required to meet the needs of the parents.	2
States how the product, service or system described in part (a) considers an environmental factor/s required to meet the needs of the parents.	1
Subtotal	3
Explains the economic factors.	
Explains how the product, service or system described in part (a) considers an economic factor/s required to meet the needs of the parents.	3
Describes how the product, service or system described in part (a) considers an economic factor/s required to meet the needs of the parents.	2
States how the product, service or system described in part (a) considers an economic factor/s required to meet the needs of the parents.	1
Subtotal	3
Total	6

Answers could include:

Mobile phone/electronic device
Environmental
- the type of battery and the materials the product uses
- the amount of energy it takes to produce the product i.e. its carbon footprint
- the amount of power it requires to keep the product operational
- access to mobile coverage/functions correctly in the area that they live (both rural/urban areas)
- how can the product be disposed of or recycled safely when no longer in use.

Economic
- the initial cost of components/to manufacture/purchase of the product ongoing costs of running the product
- costs of distribution/packaging
- affordability of the product for all family types.

Accept other relevant answers

Question 16 (continued)

(c)   Analyse the ethical features of the product, service or system described in part (a).

(5 marks)

Description	Marks
Analyses the ethical features of the product, service or system.	5
Discusses the ethical features of the product, service or system.	4
Explains the ethical features of the product, service or system.	3
Describes the ethical features of the product, service or system.	2
States an ethical feature of the product, service or system.	1
Total	**5**
Answers could include: An analysis should identify the relationship between the ethical features of the product, service or system and draw out the implications and interrelationship. Smart watch/mobile phones/global positioning system (GPS) device • further enables 'helicopter' parenting without considering the potential outcomes on children as there could be increased parental scrutiny • is the product manufactured under ethical conditions and is the cost of production reasonable to allow manufacturing workers to be paid an appropriate wage and work in appropriate conditions • the ethical considerations of how, and how far, the product is distributed • does the product promote equality by enabling families to have equal access by either offering a range of products at different price points or offering discounts for those in need • consider the ethical features of the same product used by a child, teenager and a young adult and the relationship between parental responsibility, personal privacy and safety.	
Accept other relevant answers.	

Question 17 **(19 marks)**

(a) Explain the purpose of the *United Nations 2000–2015 Millennium Development Goals*.

(3 marks)

Description	Marks
Explains the purpose of the Millennium Development Goals.	3
Describes the purpose of the Millennium Development Goals.	2
States a fact about the purpose of the Millennium development Goals.	1
Total	**3**
Answers could include: The Millennium Development Goals (MDGs) are eight goals with measurable targets and clear deadlines for improving the lives of the world's poorest people. To meet these goals and eradicate poverty, leaders of member countries (189) signed the historic millennium declaration at the United Nations Millennium Summit in 2000.	
Accept other relevant answers.	

(b) Discuss **two** barriers to achieving these goals. (8 marks)

Description	Marks
Discusses **two** barriers (2 x 4 marks)	
Discusses a barrier to achieving these goals.	4
Explains a barrier to achieving these goals.	3
Describes a barrier that may have occurred in achieving these goals.	2
States or gives an example a barrier to achieving these goals.	1
Subtotal	**4**
Total	**8**

Answers could include:

- Millennium Development Goals (MDGs) are not enforceable in law and therefore countries must agree to enable/cooperate/participate in achieving the goals. This is a barrier to achieving all goals
- Government policies – potential issues in direction of government policies of local or national government, prohibiting or restricting participation in aid or programs
- Cultural background – cultural or religious customs and social systems may prohibit all members of their society to participate in MDG
- Water sanitation – lack of water or facilities that may restrict participation in aid or programs e.g. no girl's toilet facilities therefore not being able to go to school
- Civil conflict/war – unsure political environment resulting in complications or inability to get aid or programs into communities
- Displaced people (refugees) – refugees and immigrants due to insecure social and political environment
- Status of women within the community – women not being able to participate in community decision making due to the status of women due to cultural or religious customs. Women play a key role in delivering health and education in families and communities.

Accept other relevant answers.

Question 17 (continued)

(c)   Explain how Millennium Development *Goal 8: Global partnership for development* assisted in the achievement of *Goal 7: Ensure environmental sustainability.*   (3 marks)

Description	Marks
Explains how Millennium Development *Goal 8: Global partnership for development* has assisted in the achievement of *Goal 7: Ensure environmental sustainability.*	3
Describes how Millennium Development *Goal 8: Global partnership for development* has assisted in the achievement of *Goal 7: Ensure environmental sustainability.*	2
States how or gives an example of how Millennium Development *Goal 8: Global partnership for development* has assisted in the achievement of *Goal 7: Ensure environmental sustainability.*	1
Total	**3**

Answers could include:

- between 2002 and 2012, the Food and Agriculture Organisation (FAO) national forest program facility allocated some 900 small grants in 80 countries to non-governmental organisations (NGOs), academia, government agencies, forest-user associations and indigenous communities. The grants aimed to foster and strengthen country leadership in developing and implementing national forest program
- the World Bank committed $52.6 billion to loans, grants, equity investments and guarantees to help promote economic growth, increase shared prosperity and fight extreme poverty in developing countries
- in South Africa over 25 000 learners have improved their math skills through interactive exercises and quizzes on mobile devices, thanks to cooperation between government, mobile phone carriers, mobile phone manufacturers and individual schools
- United Nations Educational, Scientific and Cultural Organisation (UNESCO) produced a working paper on how to use mobile technologies to improve educational access:
  – mobile technologies are promoting collaborative learning in science classes in Chile
  – to strengthen communication between principals and teachers in Kenya
  – reinforcing newly-acquired literature skills for women and girls in Pakistan
  – improving the efficiency and speed of educational data collection in Argentina.

Accept other relevant answers.

(d) Using **one** example, discuss how Goal 3 has been addressed. (5 marks)

Description	Marks
Discusses, using a relevant example, how Goal 3 has been addressed.	5
Explains, using a relevant example, how Goal 3 has been addressed.	4
Describes, using a relevant example, how Goal 3 has been achieved.	3
Describes how Goal 3 has been addressed. **or** States a fact and gives a relevant example about how Goal 3 has been addressed.	2
States a fact or gives a relevant example about how Goal 3 has been addressed.	1
Total	**5**

Answers could include:

- women sharing more power/participating in parliament, boosted by quota systems. In countries for which there is data the proportion of women in parliament across the world has doubled in the past 20 years but there is still only one in five women in parliament. This has been achieved in counties by applying legislated quotas to their parliament to gain an increase
- Yemen: Girls overcome barriers to education. Girls in rural areas face cultural and financial barriers to attending school, including shortages of female teachers. To remedy that, the government, with World Bank support, recruited and trained more than 1000 female teachers to work in rural areas and granted conditional cash transfers to encourage parents to allow girls to attend school, reaching more than 39 000 students from 2004 to 2012
- women and girls in many parts of the world are forced to spend many hours fetching water with the instillation of wells in communities, this has reduced the hours needed for this task therefore has allowed girls to participate in education
- many more girls are now in education at all levels, primary, secondary and tertiary than 15 years ago. The developing regions as a whole have eliminated the previous gender disparity in education but there are still some barriers:
  - girls often do not attend school because of a lack of appropriate and separate sanitation facilities. Places where separate facilities have been provided, girl's attendance has increased
  - child marriage and violence against girls are also significant barriers to education
  - girls with disabilities are also less likely to go to school
  - pregnancy may also lead to a drop out from school.
- UNESCO partners with businesses to empower girls through literacy programs. In Senegal, for example, the partnership has provided educational kits and digital resources to train and support more than 1200 teachers who then devoted 600 hours of literacy and life skills teaching to girls. Similar efforts are being undertaken by UNESCO in Ethiopia, Kenya, Lesotho and the United Republic of Tanzania
- women in Saudi Arabia have now been given the right to drive as of 2018
- women remain at a disadvantage in the labour market. 75% of working age men participate in the labour force compared to only 50% of working age women. Women also earn 24% less than men globally. Women still enter the labour market on an unequal basis to men, even after accounting for educational background and skills. They are often relegated to vulnerable forms of employment, with little or no financial security or social benefits, particularly in Western Asia and Northern Africa, where paid opportunities for women are limited. Globally, women occupy only 25% of senior management positions.

Accept other relevant answers.

Question 18 **(17 marks)**

(a) Compare the principles of 'equity' and 'diversity'. (8 marks)

Description	Marks
Compares by describing the principles of equity and diversity including similarities and differences.	7–8
Describes the principles of equity and diversity and includes similarities or differences.	5–6
Describes the principles of equity and diversity.	3–4
States a principle of equity and diversity.	1–2
Total	**8**
Answers could include: • equity is about ensuring everybody has an equal opportunity, and is not treated differently or discriminated against because of their characteristics • diversity is about taking account of the differences between people and groups of people, and placing a positive value on those differences • diversity is about celebrating and valuing how different we all are. This is linked with promoting human rights and freedoms, based on principles such as dignity and respect • equity is also about addressing human rights • diversity and equity is about recognising, valuing and taking account people's different backgrounds, knowledge, skills, and experiences, and encouraging equality and using those differences to create a productive and effective workforce • if you have equity amongst your diverse community you can achieve social cohesion within a community • they are both about respect for differences.	
Accept other relevant answers.	

(b)   Describe **three** challenges to the achievement of an equitable community.   (6 marks)

Description	Marks
Describe **three** challenges to the achievement of an equitable community. (3 x 2 marks)	
Describes a challenge to the achievement of an equitable community.	2
States a challenge to the achievement of an equitable community.	1
Subtotal	2
Total	6
Answers could include: • in general people are not good with change or resist change (such as racism or sexism) • social exclusion • poverty cycle • lack of opportunities/education • people are entitled to their own opinions, values and morals and they may conflict with those of other cultures • ensuring all employer and employees are unaware of their rights and responsibilities under the acts that cover equality in the workforce • equity means different things to different people. People with an advantage, such as financial wealth, may not wish to give up their advantage to enable equity.	
Accept other relevant answers.	

(c)   Explain how diversity could be advocated in a community.   (3 marks)

Description	Marks
Explains how diversity could be advocated in a community.	3
Describes how diversity could be advocated in a community.	2
States a fact about how diversity could be advocated in a community.	1
Total	3
Answers could include: Diverse backgrounds can create positive flow on effects for the broader community, therefore research could be made in to the cultures, talents and skills of members of any community. How to advocate in a community • use inclusive language • not stereotyping others • using interpreters where necessary to ensure all peoples' voices are heard • show others their role in addressing diversity issues through education • listen to the needs of others, through community forums, rallies, meetings • organise activities such as harmony day, multicultural food stalls, celebrations of diversity.	
Accept other relevant answers.	

Section Three: Extended answer   **40% (50 Marks)**

Question 19   **(25 marks)**

(a)   Discuss key legislation influencing human rights in Australia.   (8 marks)

Description	Marks
Discusses key legislation influencing human rights in Australia.	7–8
Explains key legislation that influences human rights in Australia.	5–6
Describes key legislation that influences human rights in Australia.	3–4
Outlines a fact about a piece of legislation that influence human rights in Australia.	1–2
Total	**8**

Answers could include:

Federal Government Acts are below which are the responsibility of the Federal Government to administer. All are covered by the Human Rights Commission in Australia and enforced by Federal Law.

Australian Human Rights Commission Act 1986
•   enables the existence of the Human Rights Commission in Australia and its statutory responsibilities
•   leading the promotion and protection of human rights in Australia by:
        making human rights values part of everyday life and language
        empowering all people to understand and exercise their human rights
        working with individuals, community, business and government to inspire action
        keeping government accountable to national and international human rights standards
•   they do this by:
        listening, learning, communicating and educating
        being open, expert, committed and impartial
        fostering a collaborative, diverse, flexible, respectful and innovative workplace
•   statutory responsibilities include:
        education and public awareness
        discrimination and human rights complaints
        human rights compliance
        policy and legislative development
•   they do this through:
        resolving complaints of discrimination or breaches of human rights under federal laws
        holding public inquiries into human rights issues of national importance
        developing human rights education programs and resources for schools, workplaces and the community
        providing independent legal advice to assist courts in cases that involve human rights principles
        providing advice and submissions to parliaments and governments to develop laws policies and programs
        undertaking and coordinating research into human rights and discrimination issues.

The Human Rights Commission in Australia has statutory responsibility under the following federal laws:

Racial discrimination (*Racial Discrimination Act 1975*)
•   they have the authority to investigate and conciliate complaints of alleged discrimination and human rights breaches lodged under this law

- the Act (*Racial Discrimination Act 1975)* gives effect to Australia's obligations under the International Convention on the Elimination of All Forms of Racial Discrimination. Its major objectives are to:

  promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin, and

  make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

Sex/gender discrimination *(Sex Discrimination Act 1984)*
The Act (*Sex Discrimination Act 1984)* gives effect to Australia's obligations under the Convention on the Elimination of All Forms of Discrimination Against Women and certain aspects of the International Labour Organisation (ILO) Convention 156. Its major objectives are to promote equality between men and women eliminate discrimination on the basis of sex, marital status or pregnancy and, with respect to dismissals, family responsibilities, and eliminate sexual harassment at work, in educational institutions, in the provision of goods and services, in the provision of accommodation and the delivery of Commonwealth programs.

Disability discrimination *(Disability Discrimination Act 1992)*
The Act (*Disability Discrimination Act 1992)* has as its major objectives to eliminate discrimination against people with disabilities promote community acceptance of the principle that people with disabilities have the same fundamental rights as all members of the community, and ensure as far as practicable that people with disabilities have the same rights to equality before the law as other people in the community.

Age discrimination *(Age Discrimination Act 2004)*
The Act (*Age Discrimination Act 2004)* helps to ensure that people are not treated less favourably on the ground of age in various areas of public life including employment, provision of goods and services, education and administration of Commonwealth laws and programs.

- The Act also provides for positive discrimination – that is, actions which assist people of a particular age who experience a disadvantage because of their age. It also provides for exemptions in superannuation, migration, taxation and social security laws, state laws and other Commonwealth laws and some health programs.

Accept other relevant answers.

Question 19 (continued)

(b)   Analyse the role and responsibility of the Western Australian State Government when considering the human rights of an individual in the community.   (5 marks)

Description	Marks
Analyses the role and responsibility of the Western Australian State Government when considering the human rights of an individual in the community.	5
Discusses the role and responsibility of the Western Australian State Government when considering the human rights of an individual in the community.	4
Explains the relationship between the role and responsibility of the Western Australian State Government when considering the human rights of an individual in the community.	3
Describes a role or a responsibility of the Western Australian State Government when considering the human rights of an individual in the community.	2
States a role or a responsibility of the Western Australian State Government when considering the human rights of an individual in the community.	1
Total	**5**

Answers could include:

An analysis should identify the relationship between the role and responsibility of the Western Australia Government when considering the human rights of an individual in the community.

Role
•   the role of the State Government would be to make sure they have an agency for the Human Rights Commission or an avenue for people of their state to access it
•   that local laws are interpreted, policed and applied consistently with human rights
•   educate employees on human rights.
Responsibility
•   all decisions give proper consideration to human rights
•   all actions, policies and services are compatible with human rights
•   employees that work for the State Government do so in a way that respects human rights through policies set up in the workplace.
Examples
•   working with children checks
•   identity checks for employees
•   policies for transgender and intersex individuals to have equal rights.
Implications
•   a financial burden is placed on the individual to undergo checks
•   personal information/data is collected on individuals when undergoing checks
•   it does not stop an individual from committing an offense after a successful check.

Accept other relevant answers.

(c)   Select **three** principles of *Australia's Human Rights Framework 2010* and explain the actions governments could take to reinforce their commitment.   (12 marks)

Description	Marks
Identifies a principle from *Australia's Human Rights Framework 2010.* (3 x 1 mark)	
Identifies a principle from *Australia's Human Rights Framework 2010.*	1
Subtotal	3
Explains an action governments could take to reinforce their commitment. (3 x 3 marks)	
Explains an action governments could take to reinforce their commitment to a selected and relevant principle of *Australia's Human Rights Framework 2010.*	3
Describes an action governments could take to reinforce their commitment to a selected and relevant principle of *Australia's Human Rights Framework 2010.*	2
State an action governments could take to reinforce their commitment to a selected and relevant principle of *Australia's Human Rights Framework 2010.*	1
Subtotal	9
Total	12

Answers might include:

Australia's Human Rights Framework 2010 complements the many other measures the Australian Government has already undertaken to encourage full participation in the community. The Framework reflects the key recommendations made by the Consultation Committee, including the need for greater human rights education.

Australia's Human Rights Framework 2010 principles:
Reaffirm
• the Government can reaffirm its commitment to promoting awareness and understanding of human rights in the Australian community and respecting the seven core United Nations human rights treaties to which Australia is a signatory.
Educate
• the Government enhances its support for human rights education across the community, including primary and secondary schools
• the Government will provide funding of $2 million over four years to non-government organisations (NGOs) for the development and delivery of community education and engagement programs to promote a greater understanding of human rights
• the Government will provide an additional $6.6 million over four years to the Australian Human Rights Commission to enable it to expand its community education role on human rights and to provide information and support for human rights education programs
• the Government will invest $3.8 million in an education and training program for the Commonwealth public sector, including development of a human rights toolkit and guidance materials for public sector policy development and implementation of Government programs
• the Government will consider appropriate recognition of the need for public servants to respect human rights in policy making in any revision of the Australian public service (APS) Values or Code of Conduct.

Question 19 (continued)

Engage
- the Government will continue to engage with the international community to improve the protection and promotion of human rights at home, within our region and around the world
- the Government will develop a new National Action Plan on Human Rights, working with our State and Territory counterparts and NGOs, to outline future action for the promotion and protection of human rights
- the Government will bring together the NGO Forums on Human Rights hosted by the Attorney-General and the Minister for Foreign Affairs, to ensure the forums provide a comprehensive consultation mechanism for discussion about domestic and international human rights issues.

Protect
- the Government will introduce legislation to establish a Parliamentary Joint Committee on Human Rights which will provide greater scrutiny of legislation for compliance with Australia's international human rights obligations under the seven core UN human rights treaties to which Australia is a signatory
- the Government will introduce legislation requiring that each new Bill introduced into Parliament, and delegated legislation subject to disallowance, be accompanied by a statement which assesses its compatibility with the seven core UN human rights treaties to which Australia is a signatory.

Respect
- the Government will review legislation, policies and practices for compliance with the seven core UN human rights treaties to which Australia is a signatory
- the Government will develop exposure draft legislation harmonising and consolidating Commonwealth anti-discrimination laws to remove unnecessary regulatory overlap, address inconsistencies across laws and make the system more user-friendly
- the Government will include the President of the Australian Human Rights Commission as a permanent member of the Administrative Review Council.

Accept other relevant answers.

Question 20 **(25 marks)**

(a) Discuss the relationship with the game 'peek a boo' and the relevant stage of Piaget's developmental theory. (4 marks)

Description	Marks
Discusses the relationship with the game 'peek a boo' and the relevant stage of Piaget's developmental theory.	4
Explains the relationship with the game 'peek a boo' and the relevant stage of Piaget's developmental theory.	3
Describes the relationship with the game 'peek a boo' and the relevant stage of Piaget's developmental theory.	2
Outlines the relevant stage of Piaget's developmental theory.	1
Total	**4**

Answers could include:

- 'Object permanence' is the understanding that objects continue to exist even when they cannot be perceived (seen, heard, touched, smelled or sensed in anyway).
- 'Peek a boo' is a game relating to the theory of object permanence
- Jean Piaget was the theorist that proposed the idea of object permanence. Object permanence occurs during the sensory motor stage of Piaget's four stages of cognitive development theory
- Jean Piaget's idea that children of about eight or nine months of age develop awareness/the idea that objects continue to exist even when one cannot see them. Before this stage, as far as the infant is concerned, items that are not within eyesight range do not exist.

(b) Explain the factors that underpin Vygotsky's developmental theory. (9 marks)

Description	Marks
Explains the factors that underpin Vygotsky's developmental theory and the relationship between them.	8–9
Explains the factors that underpin Vygotsky's developmental theory.	6–7
Describes the factors that underpin Vygotsky's developmental theory.	4–5
States the factors that underpin Vygotsky's developmental theory.	2–3
States a factor that underpin Vygotsky's developmental theory.	1
Total	**9**

Answers could include:

- is a theory of sociocultural development
- considers the social and cultural approach to cognitive development
- places emphasis on cultural and social factors and the interactions affecting cognitive development
- the 'more knowledgeable other' refers to another person with higher level than the individual who can tutor or pass on knowledge (models behaviours)
- Zone of proximal development – the zone where individuals are guided and assisted by teachers towards achieving greater independence (ZPD). This is an example of a social interaction
- Scaffolding – this refers to the support given when learning to master a new concept
- Development moves forward in stages. Scaffolding is important to moving forward.
- the theory considers the role of language in a person's cognitive development. Social interaction through questioning and challenging a child helps to extend the child's thoughts and understanding.

Accept other relevant answers.

Question 20 (continued)

(c)   Compare Piaget's and Erikson's developmental theories.   (12 marks)

Description	Marks
Compares Piaget's and Erikson's developmental theories including accurate and detailed similarities and differences between the theories.	11–12
Compares Piaget's and Erikson's developmental theories including accurate similarities and a differences between the theories.	9–10
Discusses Erikson's and Piaget's developmental theories including general statements regarding similarities and differences between the theories.	7–8
Explains Erikson's and Piaget's developmental theories.	5–6
Describes Erikson and Piaget's developmental theories.	3–4
States a fact about Erikson and Piaget's developmental theories.	1–2
Total	**12**

Answers could include:

Similarities
- both theories have steps/stages in their theories; Piaget's theory has four stages and Erikson's theory has eight stages
- both theorists believe that the environment interacts with an individual to influence development
- both theories have a profound impact on society, especially in early childhood education
- are similar in that their research emphasis is on scientific method of enquiries through controlled experiments of a laboratory investigation
- both build on the idea that personality development takes place across a person's lifespan. Therefore, individuals get inspiration from the surroundings through the learning process
- Piaget and Erickson have bias in their theories.

Differences
- the theories contrast in the manner in which they view the stages. According to Piaget, a person may not necessarily go through all phases of his theory; an individual influences their world. Experiences determine development in Piaget's theory while to Erikson going through all the stages up to old age is seen as essential in explaining the development process
- Erikson uses the social setting as the bases of his theory. Piaget bases his theory on the assumption of a child's senses and capability as determinants of development
- Erikson dwelled on personality development; thus, he used observation, clinical methods and questions to conclude. Piaget focused on cognitive development through mental processes, where he asked questions and then followed up by other questions. Through his studies, Piaget theorised the manner in which children formed thoughts.

Erikson
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Piaget
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Accept other relevant answers.

Question 21 (25 marks)

(a) Explain how you would apply **three** of the five capitals of the Five Capitals Model of sustainable development when planning for a sport and recreation centre in the community. (9 marks)

Description	Marks
Explains three capitals. (3 x 3 marks)	
Explains how one of the five of the Five Capitals Model of sustainable development would be applied when planning for a sport and recreation centre in the community.	3
Describes how one of the five of the Five Capitals Model of sustainable development would be applied when planning for a sport and recreation centre in the community.	2
States a fact about how one of the five of the Five Capitals Model of sustainable development would be applied when planning for a sport and recreation centre in the community.	1
Subtotal	3
Total	9

Answers could include:

Human capital
• engagement of professionals e.g. town planners, architects, builders to design and build an environmentally sustainable town plan
• ensure adequate health and safety arrangements for physical environment and create opportunities for varied and satisfying work
• encouraging participation in training, development and lifelong learning and capture and sharing knowledge e.g. through community projects such as community gardens
• respect human rights and understand and respect human values and their different cultural contexts
• encouraging participation in voluntary programs allow for and enhance recreation time and support individuals' active involvement in society.

Social capital
• educate community to recycle
• source materials ethically and treat suppliers, customers and citizens fairly
• respect and comply with local, national and international law
• prompt and full payment of taxes and support of social infrastructure
• effective communication systems reflecting shared values and objectives

- support the development of the community facilities and organisations e.g. schools, libraries and other community and sporting groups contribute to open, transparent and fair governance systems e.g. election of local council.

Natural capital
- design environmentally sustainable buildings and facilities for individuals, families and community
- installation of solar panels or solar farm to reduce electricity costs
- rainwater collection from tanks for use in the house and community building
- substitute naturally scarce materials with those that are more abundant
- ensure that all mined materials are used efficiently within cyclic systems and systematically reduce dependence on fossil fuels using renewable resources instead
- regeneration programs for environment of vegetation that has been destroyed
- eliminate the accumulation of man-made substances and products in nature, substitute all persistent and unnatural compounds with substances that can be easily assimilated and broken down by natural systems
- eliminate waste, re-use or recycle where possible
- protect biodiversity and ecosystem functions
- use renewable resources only from well-managed and restorative ecosystems
- building of a nature playground.

Financial capital
- demonstrate a positive stance on, and management of, sustainability issues to improve access to financial capital
- ensure financial measures reflect the value of other capitals
- value intangible assets such as brand and reputation
- effective management of risk and corporate governance issues
- ensure the wealth created is fairly distributed
- honour relationships with suppliers and customers/citizens
- assess the wider economic impacts of the organisations activities, products and
- services on society e.g. in creating wealth in the communities in which the organisation operates
- take advantage of rebates
- car pool or take the bus to work.

Manufactured capital
- building multi-purpose buildings for community use e.g., school and community library, sporting facilities
- using infrastructure, technologies and processes in a way that uses resources most efficiently
- using energy and water efficient building infrastructure and appliances
- modular manufacturing systems
- reverse logistics and re-use and re-manufacturing systems
- zero-waste and zero-emissions production systems
- Industrial ecology – looking at synergistic production systems where one
- organisation's waste streams are another's resources
- bio mimicry – mimicking nature and natural processes in industrial processes and industrial systems design
- improvements in product systems – eco-efficiency and eco-innovation
- use sustainable construction techniques
- purchase sustainable products with green labelling and green certificates
- regular building maintenance for efficient home running.

Accept other relevant answers.

Question 21 (continued)

(b) Discuss the communication skills and the strategies that you would use to advocate for either the skate park or the all-abilities play space. (8 marks)

Description	Marks
Communication skills	
Discusses the communication skills that you would use to advocate for either the skate park or the all-abilities play space.	4
Explains the communication skills that you would use to advocate for either the skate park or the all-abilities play space.	3
Describes communication skills that you would use to advocate.	2
States communication skills that you would use to advocate.	1
Subtotal	**4**
Strategies	
Discusses the strategies that you would use to advocate for either the skate park or the all-abilities play space.	4
Explains the strategies that you would use to advocate for either the skate park or the all-abilities play space.	3
Describes strategies that you would use to advocate.	2
States strategies that you would use to advocate.	1
Subtotal	**4**
Total	**8**
Answers could include: Skills • Organisational skills – be organised as you will need to know details such as dates, names, contact numbers • Interpersonal skills – use a respectful and assertive communication style to deal with difficult situations • Writing/written skills – use literacy skills to produce written communications • Facilitation skills – have good people skills, listen to all opinions, make sure people feel heard and understood • Technology skills – have satisfactory computer literacy skills to be able to write emails, research, correspond with others • Empathy skills – be fair and reasonable. Strategies • identify the problem • do your research, know the facts, points for and against • set and clarify goals • regularly evaluate process and progress for achieving set goals • assess risks for either options • gain local support for your proposal, possibly by creating a sense of injustice for certain sectors of the community • write letters to members of council/parliament to gain support • involve the media, to advertise your story, drum up interest.	
Accept other relevant answers.	

(c)   Consider the conflict resolution skills that you will need to apply at the community
        meeting to work with others and achieve a final decision.   (8 marks)

Description	Marks
Considers conflict resolution skills that could be applied at the community meeting to work with others and how a final decision may be achieved.	7–8
Explains conflict resolution skills that could be applied at the community meeting to work with others.	5–6
Describes conflict resolution skills relevant to the community meeting and how it can be used to work with others.	3–4
States conflict resolution skills relevant to the community meeting.	1–2
Total	**8**

Answers might include:

listening/empathy
potential issue is that people from opposing sides will be vocal and not want or won't
consider an alternate point of view
*   allow for all opinions to be heard
*   build rapport
*   listen and clarify views

control behaviour and emotions of self and others
potential issue is that people may verbally or non-verbally make personal attacks or
attempt to undermine others
*   set ground rules for how the meeting (subsequent meetings) will operate
*   listen attentively to all participants of the meeting
*   consider that conflict festers when not addressed
*   conflicts can trigger strong emotions in people and this can quickly escalate

recognise stress
potential issue is that stress can impact on people's ability to think clearly and
rationally and be creative towards a solution
*   stay calm and read both verbal and non-verbal communication from others and
    call breaks in the meeting when tensions/stress rises

be respectful of differences
potential issue is that people may be biased or hold a firm view that may not be
universally accepted
*   do not allow others opinions to be mocked or dismissed

be an effective facilitator
inequality is a potential issue if parties are not given equal representation/opportunity
to put their views forward
*   keep a tight control on the flow and structure of the meeting
*   remain calm and not allow members to hold the floor too long
*   remain unbiased and compromising
*   allow for equal representation from all members of the community.

Question 21 (continued)

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enable ownership
- enable a cooperative environment in which creativity may lead to solutions together
- if required allow for votes so all members feel their opinion are being heard

be assertive
- be assertive regarding the problem/issue, not the person

mapping/documenting the conflict
- chart/draw/document the common issues/needs/concerns

negotiation skills
- understand that a resolution must be achieved (successful outcome) and therefore look for compromises that may satisfy all parties

mediation
- break the various parties into groups to consider potential alternatives/negotiations/compromises

resolution
- have a positive 'win-win' approach/attitude.

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<tr><td>Accept other relevant answers.</td></tr>
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ACKNOWLEDGEMENTS