



## ATAR course examination, 2018

### Question/Answer booklet

# CHILDREN, FAMILY AND THE COMMUNITY

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: 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 material. 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 examination
Section One Multiple-choice	10	10	10	10	10
Section Two Short answer	8	8	90	90	50
Section Three Extended answer	3	2	80	50	40
<b>Total</b>					100

## Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2018*. 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. Do not use erasable or gel pens. 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.

Section Two: Answer all questions in this Question/Answer booklet.

Section Three: Answer two questions from a choice of three. Write your answers in this Question/Answer booklet.

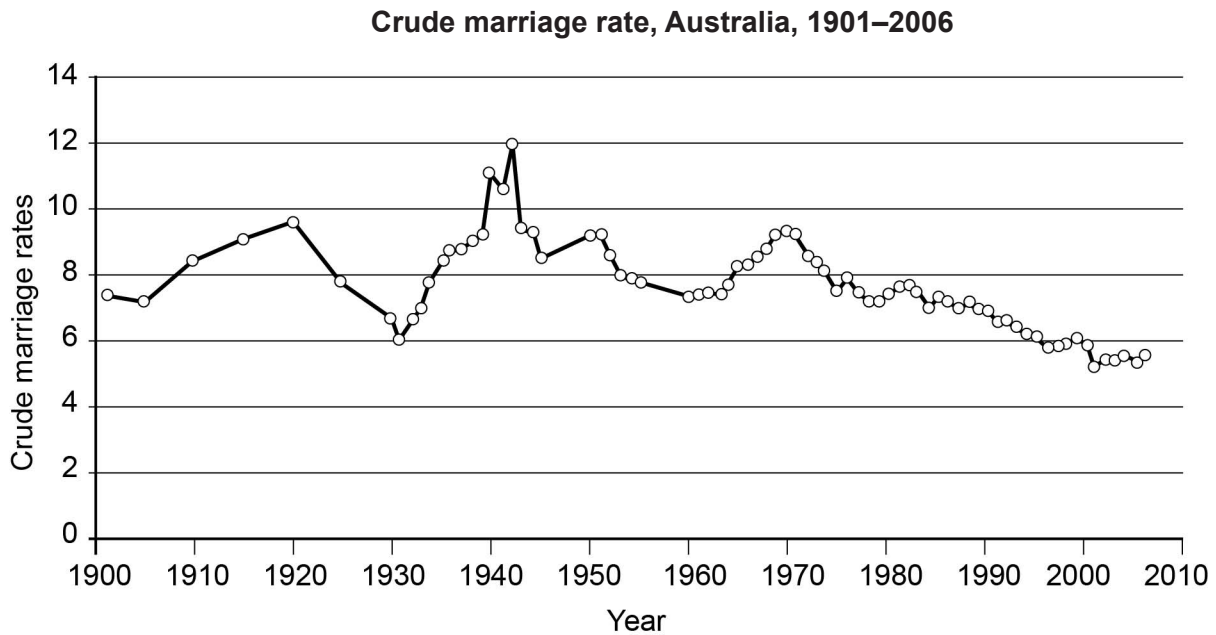
3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

## 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. Do not use erasable or gel pens. 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.



1. According to the graph above, the trend in the crude marriage rate has decreased since 1970. The **best** explanation for this is
  - (a) an increase in the cost of weddings.
  - (b) a change in societal values.
  - (c) more immigrants arriving in Australia.
  - (d) increased costs of living.
  
2. A social factor for a service developed to assist a child with a disability is
  - (a) an access ramp.
  - (b) a transport service.
  - (c) a Facebook group.
  - (d) an online shopping service.

3. In Bronfenbrenner's ecological systems theory of human development, the microsystem refers to the
- (a) settings in which the individual lives and plays an active role.
  - (b) contexts in which the individual lives but does not play an active role.
  - (c) culture within which an individual is raised.
  - (d) changes in an individual's culture over time.
4. Social cohesion is **most** positively influenced by
- (a) people from their own cultures with their own beliefs.
  - (b) a sense of belonging to a group.
  - (c) an undermanned police force.
  - (d) empowering environments to be more diverse.
5. Social systems are defined as
- (a) people in groups or communities that have formed a coherent society.
  - (b) groups bonded together for wellbeing to reduce healthcare costs.
  - (c) providing for the consideration for wellbeing from the perspective of the individual.
  - (d) social cohesion and social correctness for community wellbeing.
6. Community empowerment is achieved by
- (a) more health promotion activities.
  - (b) greater power to hire and fire staff.
  - (c) a reduction in human services programs.
  - (d) greater ownership of decision-making.
7. Conflict resolution skills assist
- (a) in the application of sustainable development.
  - (b) with the principle of community development.
  - (c) when managing and collaborating with others.
  - (d) in appreciating local knowledge and resources.
8. Which of the following **best** describes the fundamental principle of human rights?
- (a) basic freedom and rights to which all people are entitled
  - (b) the right to freedom of speech and religion
  - (c) laws and rights contained in the Australian Constitution
  - (d) a legal document enshrining human rights in a country

9. The main objective of the *Equal Opportunity Act 1984* is to
- (a) help people to seek employment.
  - (b) eliminate discrimination and harassment.
  - (c) ensure social justice and cultural diversity.
  - (d) promote the rights of children.
10. John often takes his younger sister to the park and notices that the playground equipment is outdated and needs maintenance. On the basis of the technology process, which of the following **best** represents the investigation stage in the development of a model to advocate for improved playground equipment.
- (a) enlists a builder, lobbies the council for funding, begins the building process
  - (b) researches playground equipment, enlists a builder, seeks council support
  - (c) starts fundraising activities, draws up plans, begins the building process
  - (d) surveys park users, researches playground equipment, estimates a budget

**End of Section One**

**See next page**

**Section Two: Short answer**

**50% (90 Marks)**

This section has **eight** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 90 minutes.

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**Question 11**

**(9 marks)**

Siddarth and his family moved to Australia recently. Siddarth and his wife have university degrees from their home country but these are not recognised in Australia. Siddarth has taken a job as a taxi driver and his wife is still seeking employment. Siddarth has two children, Viruni and Evin, who have just started at your school. English is their second language. The family has moved in next door to you.

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

Local knowledge: \_\_\_\_\_

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Cultural groups: \_\_\_\_\_

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Resources: \_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
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\_\_\_\_\_

**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.

<b>National trend</b>	<b>Actions people can take to support trend</b>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Global trend</b>	<b>Actions people can take to support trend</b>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

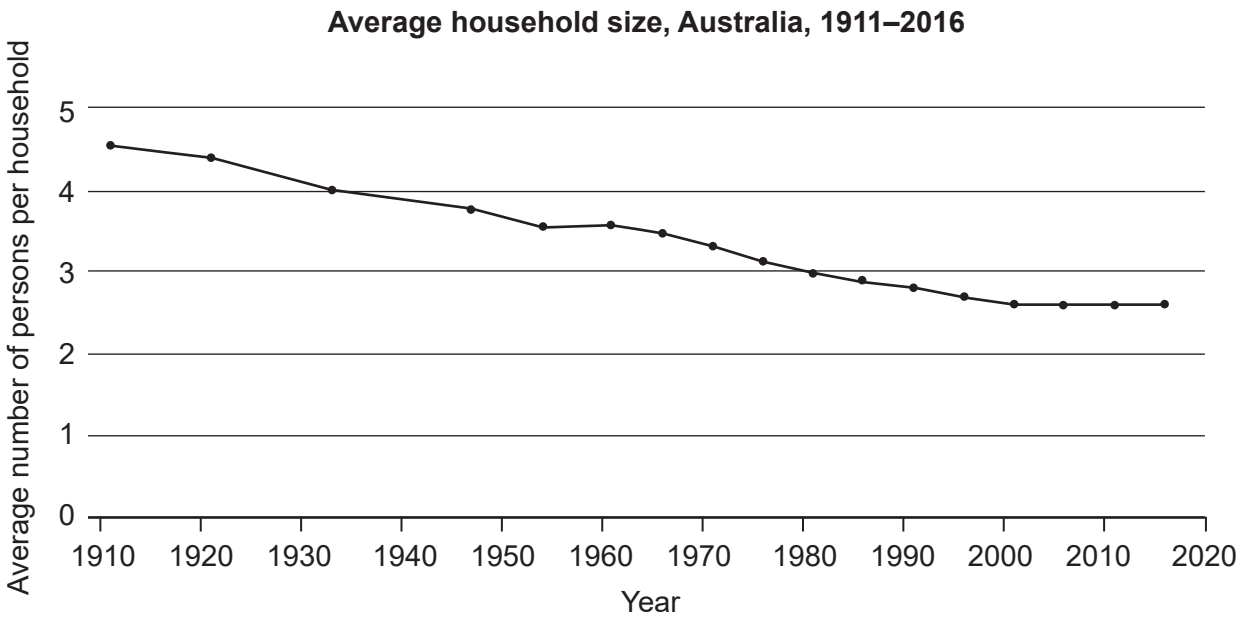


Question 13

(8 marks)

The number of people per Australian household has been changing. In 1986, 77% of Australian households were made up of families, but by 2016 this had changed to 71%. Over the same period, the number of single-person households increased from 19% to 24%.

The graph below shows the average number of persons per household from 1911–2016.



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

One: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Two: \_\_\_\_\_  
 \_\_\_\_\_  
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**Question 13** (continued)

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

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**Question 14**

**(7 marks)**

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

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- (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)

One: \_\_\_\_\_

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Two: \_\_\_\_\_

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Three: \_\_\_\_\_

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**Question 15**

**(11 marks)**

There is often a relationship among social issues, social justice, political and legal issues.

In Australia, governments have responded to a number of social issues by amending existing acts of Parliament or implementing new acts. Examples include acts relating to equal voting rights, equal opportunity, and most recently, marriage equality.

- (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)

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

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- (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)

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**Question 16**

**(13 marks)**

A number of parents feel it is unsafe to allow their children to walk or catch public transport alone. They like to be able to contact their children and know where they are at all times.

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

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- (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)

Environmental: \_\_\_\_\_

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Economic: \_\_\_\_\_

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Question 17

(19 marks)

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

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

One: \_\_\_\_\_

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Two: \_\_\_\_\_

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

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The intention of *Goal 3: Promote gender equality and empower women* was to eliminate gender disparity in primary and secondary education by 2005 and at all levels of education by 2015.

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

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**Question 18**

**(17 marks)**

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

**(8 marks)**

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

One: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Two: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Three: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**End of Section Two**

**See next page**

**Section Three: Extended answer**

**40% (50 Marks)**

This section has **three** questions. You must answer **two** questions. Write your answers in the spaces provided following Question 21.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 80 minutes.

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**Question 19**

**(25 marks)**

- (a) Discuss key legislation influencing human rights in Australia. (8 marks)
- (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)
- (c) Select **three** principles of *Australia's Human Rights Framework 2010* and explain the actions governments could take to reinforce their commitment. (12 marks)

**Question 20**

**(25 marks)**



The photograph above depicts a game of 'peek a boo'. The concept of this game involves an adult covering their face as if to disappear, and then revealing their face to the surprise of the child.

- (a) Discuss the relationship between the game 'peek a boo' and the relevant stage of Piaget's developmental theory. (4 marks)
- (b) Explain the factors that underpin Vygotsky's developmental theory. (9 marks)
- (c) Compare Piaget's and Erikson's developmental theories. (12 marks)

**Question 21****(25 marks)**

Imagine you are a project developer for a recently established mining community in regional Western Australia. A community survey has identified the need for a sport and recreation centre.

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

As there is only a limited budget available, the community must choose between a skate park and an all-abilities play space next to the sport and recreation centre.

- (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)

The choice between the skate park and the all-abilities play space is causing disagreement within the community. You have called a community meeting, that you suspect will be unruly, to reach a decision.

- (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)























## ACKNOWLEDGEMENTS

- Question 1** Graph from: Qu, L., & Weston, R. (2008). *Snapshots of family relationships* (p. 11, fig. 1.1). Retrieved May, 2018, from <https://aifs.gov.au/publications/snapshots-family-relationships>  
Used under Creative Commons Attribution 4.0 International licence.
- Question 13** Introductory text adapted from, and graph from: Australian Institute of Family Studies. (2018). *Population and households* (Changing households). Retrieved June, 2018, from <https://aifs.gov.au/facts-and-figures/population-and-households>  
Used under Creative Commons Attribution 4.0 International licence.
- Question 17(c) & (d)** United Nations. (n.d.). *We can end poverty: Millennium Development Goals and beyond 2015* (Goals 3, 7, 8). Retrieved May, 2018, from <http://www.un.org/millenniumgoals/bkgd.shtml>
- Question 20** Photograph from: Griggs, C. (2010). *File:US Navy 100406-N-7478G-346 Operations Specialist 2nd Class Reginald Harlmon and Electronics Technician 3rd Class Maura Schulze play peek-a-boo with a child in the children's ward at Hospital Likas.jpg*. Retrieved June, 2018, from [https://commons.wikimedia.org/wiki/File:US\\_Navy\\_100406-N-7478G-346\\_Operations\\_Specialist\\_2nd\\_Class\\_Reginald\\_Harlmon\\_and\\_Electronics\\_Technician\\_3rd\\_Class\\_Maura\\_Schulze\\_play\\_peek-a-boo\\_with\\_a\\_child\\_in\\_the\\_Children%27s\\_Ward\\_at\\_Hospital\\_Likas.jpg](https://commons.wikimedia.org/wiki/File:US_Navy_100406-N-7478G-346_Operations_Specialist_2nd_Class_Reginald_Harlmon_and_Electronics_Technician_3rd_Class_Maura_Schulze_play_peek-a-boo_with_a_child_in_the_Children%27s_Ward_at_Hospital_Likas.jpg)

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