



## ATAR course examination, 2019

### Question/Answer booklet

# CHILDREN, FAMILY AND THE COMMUNITY

Please place your student identification label in this box

WA 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	7	7	90	111	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 2019*. 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.

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1. A self-management skill that could enhance interactions with others is
  - (a) communication.
  - (b) collaboration.
  - (c) goal setting.
  - (d) leadership.
  
2. The aim of applying conflict resolution skills when advocating for others is to
  - (a) facilitate communication among participants.
  - (b) ensure the accountability of all participants.
  - (c) empower each participant.
  - (d) encourage the mutual acceptance of a decision.
  
3. According to Piaget's theory of cognitive development, children think symbolically in the
  - (a) concrete operational stage.
  - (b) preoperational stage.
  - (c) sensorimotor stage.
  - (d) formal operational stage.
  
4. The United Nations Convention on the Rights of the Child
  - (a) keeps children all over the world safe and secure and ensures that they receive adequate financial support.
  - (b) is the main legal document that protects children from harm such as abuse or neglect.
  - (c) is recognised and implemented effectively by all countries that are members of the United Nations, including Australia.
  - (d) is a human rights treaty that sets out the civil, political, economic, social, health and cultural rights of children.

5. When developing an information resource for parents about childhood immunisation, the developers of the resource consider cultural factors including
- (a) printing the resource as well as making it available online.
  - (b) making the resource available in a variety of languages.
  - (c) assessing the background of those likely to use the resource.
  - (d) how to target those whose culture prohibits immunisation.
6. Advocacy skills a student could use to empower a disabled student being bullied at their school may include
- (a) active listening and enlisting those who may be able to help.
  - (b) telling those doing the bullying to stop or they will be reported.
  - (c) befriending the bullies and convincing them to stop the bullying.
  - (d) befriending the child being bullied and demonstrate empathy.
7. Factors that influence social cohesion within Australian communities include
- (a) promoting inclusivity and wellbeing for all.
  - (b) encouraging migrant groups to support each other.
  - (c) changing opportunities for health and employment.
  - (d) having strict laws and harsh penalties for crime.
8. Which of the following is a social factor of the Australian health care system?
- (a) The health care system is owned and operated ethically by the government.
  - (b) The government ensures the health care system is accessible to all.
  - (c) The funding of the health care system is government controlled.
  - (d) The government provides subsidised health care.
9. The objective of the *Universal Declaration of Human Rights 1948* is to
- (a) adopt a position on the sanctity of life, liberty and property rights for all peoples, regardless of origin.
  - (b) provide peace and security for all peoples regardless of gender, race, religion or cultural groups.
  - (c) facilitate the promise of a fair trial by law and statutes free from the influence of oppressive governments.
  - (d) promote empowerment, reduce discrimination and poverty and improve the quality of life to all individuals.
10. Which of the following is a principle of the *Australia's Human Rights Framework 2010*?
- (a) evaluate human rights education in both primary and secondary schools
  - (b) assess the community's understanding of human rights
  - (c) ensure domestic laws fully comply with international human rights obligations
  - (d) respect community feedback on human rights within Australia

**End of Section One**

**See next page**

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**Section Two: Short answer**

**50% (111 Marks)**

This section has **seven** 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**

**(17 marks)**

Advocacy is an essential feature of functional communities.

- (a) Define the concept of advocacy. (2 marks)

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- (b) Explain a national or global issue in our community that may require advocacy. (3 marks)

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**Question 12**

**(18 marks)**

In communities, many sustainable patterns of living initiatives have been developed to enhance overall community wellbeing.

- (a) Identify **one** sustainable pattern of living initiative that has been introduced in your community and describe how the initiative enhances community wellbeing. (3 marks)

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- (b) Discuss how each aspect of the Five Capitals Model of sustainable development could be applied to ensure the success of the sustainable pattern of living initiative described in part (a). (15 marks)

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

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

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

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Four: \_\_\_\_\_

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Five: \_\_\_\_\_

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**Question 13**

**(17 marks)**

- (a) In the space below, draw and label correctly a diagram of Bronfenbrenner's theory of ecological systems, demonstrating the interrelationship of the five environmental systems. (8 marks)

- (b) Read the scenario below. Identify and explain how **two** of Bronfenbrenner’s environmental systems can impact on the development of the child. (6 marks)

Susan, a single mother with a two-year-old child, has lost her job in the city. Susan and her child have moved in with her retired mother. She has recently found employment as a fly-in, fly-out (FIFO) worker. Susan will work away for one week then be home for one week. Susan and her child will continue to live with her mother, with Susan’s mother caring for her child while she is away for work.

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

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

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- (c) Explain the impact of government policy on the provision of a community support system that could assist the family described in the above scenario. (3 marks)

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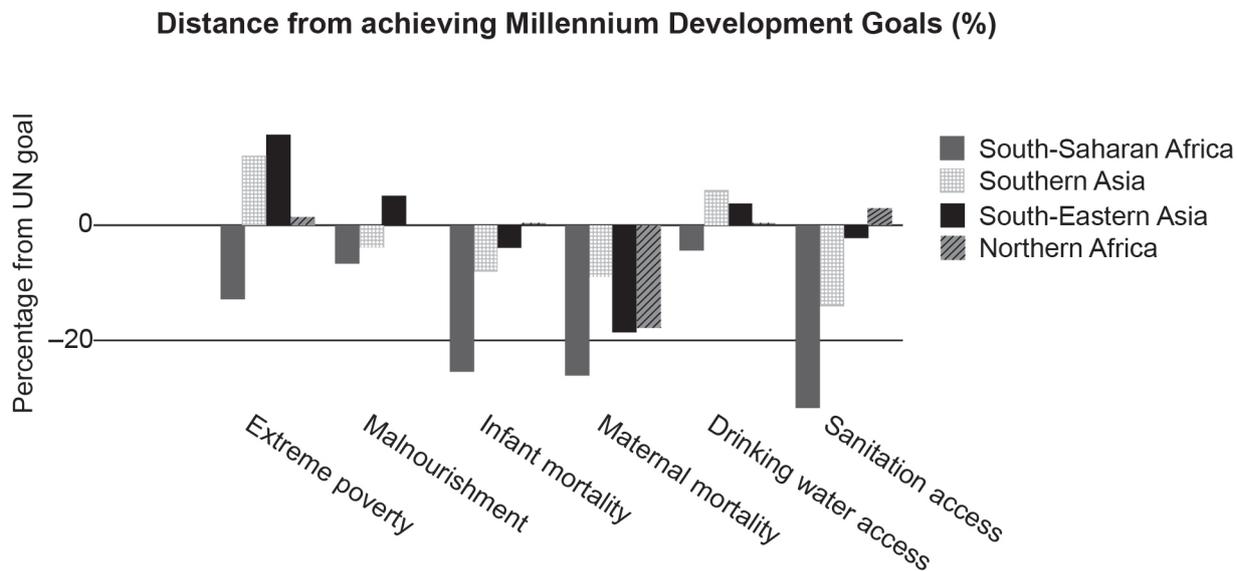
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Question 14

(15 marks)

The graph shown below was included in a report by the United Nations (UN) on the 2000–2015 Millennium Development Goals.



- (a) Interpret the graph to identify **two** successes and **two** failures of the United Nations 2000–2015 Millennium Development Goals. (4 marks)

Successes

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

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

Failures

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

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

- (b) Analyse the interrelationship between Millennium Development Goal 1 'eradicate extreme poverty and hunger' and the achievement of Millennium Development Goal 2 'achieve universal primary education'. (5 marks)

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- (c) Discuss **two** examples of social action by individuals or community groups that would assist the achievement of Millennium Development Goal 4 'reduce child mortality'. (6 marks)

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

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

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Question 15

(9 marks)

Consider the cartoon shown below.



- (a) Identify a social factor depicted in the cartoon and discuss how this factor has both positive and negative effects on Australian families. (5 marks)

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(b) Outline **two** political factors that affect the situation shown in the cartoon. (4 marks)

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

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\_\_\_\_\_

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

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Question 16**

**(18 marks)**

Analyse an ethical feature and an economic feature of an existing product **and** an existing service that assists a specific family type in Australia.

Family type: \_\_\_\_\_ (0 marks)

An existing **product** that assists this type of family (1 mark)

\_\_\_\_\_

Analysis of an ethical feature of the product (4 marks)

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

Analysis of an economic feature of the product (4 marks)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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An existing **service** that assists this type of family

(1 mark)

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Analysis of an ethical feature of the service

(4 marks)

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Analysis of an economic feature of the service

(4 marks)

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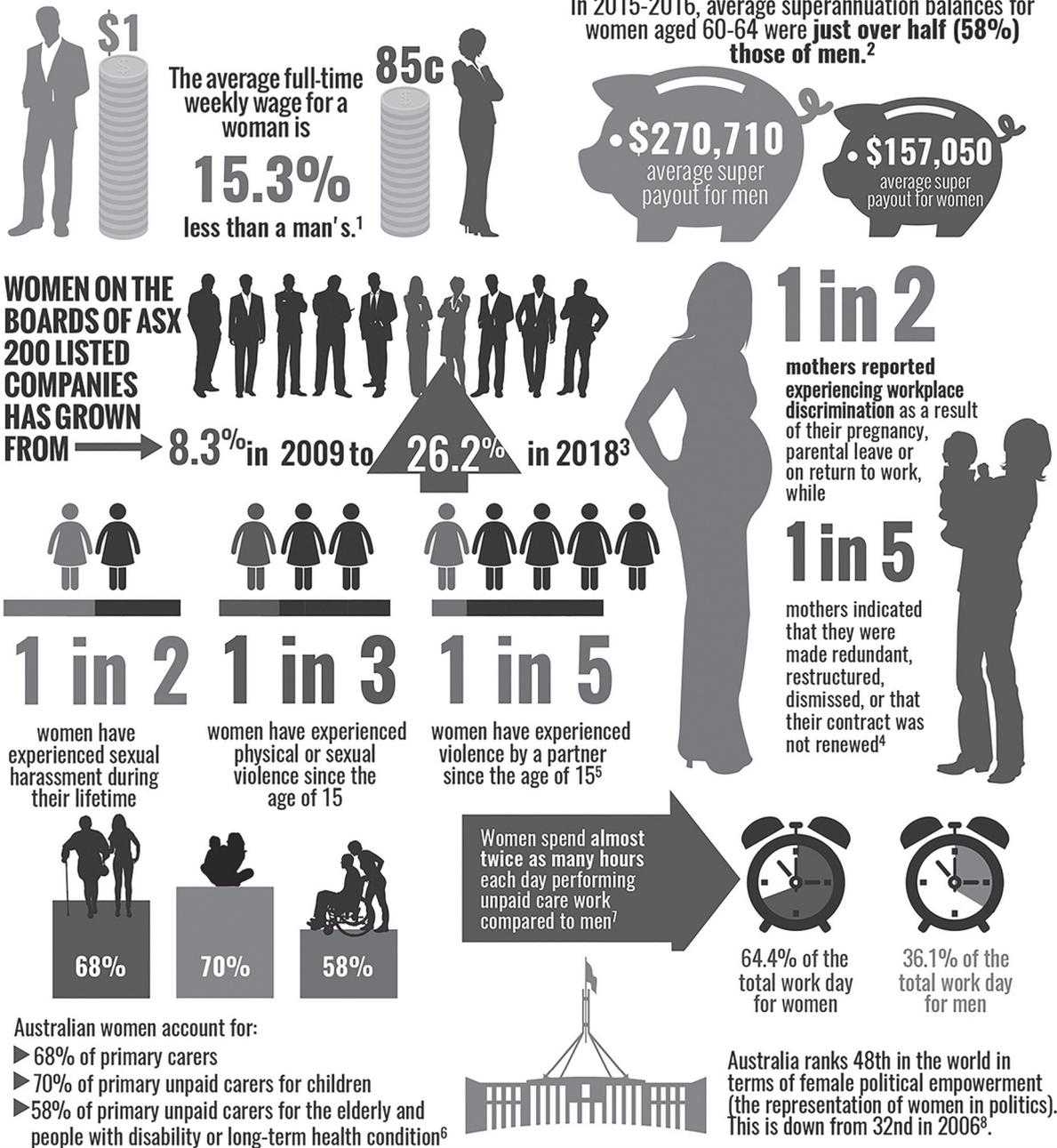
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Question 17

(17 marks)

Consider the image shown below.

## Gender Equality



2018 Face the Facts [www.humanrights.gov.au/face-facts](http://www.humanrights.gov.au/face-facts)



(a) Describe the issue depicted in the image.

(2 marks)

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See next page

- (b) With reference to data contained in the image, explain whether the principles of equity, diversity and human rights are supported in Australia in relation to the issue. (9 marks)

Equity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Diversity: \_\_\_\_\_

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Human rights: \_\_\_\_\_

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**Question 17** (continued)

- (c) Describe how a student could use **two** advocacy skills to promote change in community beliefs and attitudes on the issue depicted in the image. (6 marks)

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

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

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**End of Section Two**

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**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 20.

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 18**

**(25 marks)**

- (a) Identify a community partnership that exists within a local or national community in Australia. Discuss how this partnership benefits the wellbeing of individuals. (5 marks)
- (b) Discuss a role and a responsibility of individuals, the community and government in the formation of this community partnership. (12 marks)
- (c) Analyse why some community partnerships are successful and some are not. Use examples to support your answer. (8 marks)

**Question 19**

**(25 marks)**

A local shire has approved the building of a new sustainable day care centre. The site chosen is in a new suburban development nestled in existing bushland.

- (a) Demonstrate your understanding of the Triple Bottom Line theory by drawing a fully-labelled diagram and providing an outline of the theory, with reference to your diagram. (9 marks)
- (b)
  - (i) Explain how each of the **three** main elements of the Triple Bottom Line theory could be applied by the developers of the day care centre to achieve sustainability. (9 marks)
  - (ii) Explain how **one** of the interrelationships of the main elements of the Triple Bottom Line theory could be applied by the developers of the day care centre to achieve sustainability. (3 marks)
- (c) Evaluate the influence of a changing societal attitude, other than sustainability, that has had an impact on the development of day care centres in Australia. (4 marks)

**Question 20****(25 marks)**

- (a) Define the following aspects of Vygotsky's theory of Sociocultural Development and explain how a teacher could apply each aspect of the theory to improve the outcomes for children in his/her class:
- zone of proximal development
  - scaffolding
  - more knowledgeable other. (12 marks)
- (b) Vygotsky places emphasis on the development of language.
- (i) Outline Vygotsky's perspective on the development of language in terms of social, cultural, biological and environmental factors. (8 marks)
- (ii) Describe the interrelationship of the factors outlined in part (b)(i). (2 marks)
- (c) Explain a significant difference between Vygotsky's and Piaget's theories in terms of how children learn. (3 marks)

**End of questions**

























## ACKNOWLEDGEMENTS

**Question 14(a)** Booth, E. (2015, July 21). *Millenium development goals – an uneven success* [Graph]. Retrieved May, 2019, from <http://newirin.irinnews.org/dataviz/2015/7/7/millenium-development-goals-success-failure>

**Question 17** Australian Human Rights Commission. (2015, February 25). *Face the facts: Gender equality 2018*. Retrieved May, 2019, from <https://www.humanrights.gov.au/our-work/education/face-facts-gender-equality-2018>

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