CHILDREN, FAMILY AND THE COMMUNITY

ATAR course examination 2021

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	C
2	D
3	B
4	B
5	C
6	D
7	A
8	B
9	A
10	D

Section Two: Short answer 50% (93 Marks)

Question 11 (13 marks)

(a) Describe **two** examples of Vygotsky's belief that language plays a significant role in cognitive development. (4 marks)

Description	Marks
For each example	
Describes an example where Vygotsky believed language plays a significant role in cognitive development.	2
Identifies an example where Vygotsky believed language plays a significant role in cognitive development.	1
Subtotal	2
Total	4
Answers could include: Vygotsky believed that: • language develops through social interaction with others including modelling what others say and from reinforcement given by others. The zone of proximal development is the potential amount of language that can be gained. • language is an essential tool for children to communicate with the outside world and is a fundamental component in shaping the cultural beliefs of an individual and everyday behaviours. • language is used by others to transmit information to children so it is essential children understand and can use language themselves to ensure their needs and wants can be met by caregivers. • children undergo intellectual adaptation (Vygotsky's term for thinking and problem solving strategies) while interacting with others through the use of language • Vygotsky believed children use private speech or self-talk to control their behaviours, such as emphasis on greater attention to detail, quality or technique. This private speech is audible for young children but it continues inaudibly in their head as they get older. • Vygotsky believed children use private speech or self-talk to control their behaviour, is often spoken out loud in younger children, this private speech shifts to inaudible thinking as the child's development becomes more complex.	
Accept other relevant answers.	

Question 11 (continued)

(b)   Use an example to explain how a teacher could implement the following aspects of
Vygotsky's theory of sociocultural development. Diagrams may be used.   (9 marks)

Description	Marks
For each of the **three** aspects	
Uses an example to explain how a teacher could implement a specified aspect of Lev Vygotsky's theory of sociocultural development.	3
Uses an example to describe how a teacher could implement a specified aspect of Lev Vygotsky's theory of sociocultural development.	2
Identifies an example to illustrate how a teacher could implement a specified aspect of Lev Vygotsky's theory of sociocultural development.	1
Subtotal	**3**
Total	**9**

Answers could include:

Zone of proximal development: A teacher who implements the Zone of Proximal Development part of Vygotsky's theory believes there is a zone for every student where they can learn with guidance from a more skilled individual like the teacher, an education assistant or a more knowledgeable peer. It is the difference between what a student can already do and what they can do with assistance from this more skilled individual. Beyond each child's ZPD is what is not known. A diagram such as these is often used to represent this part of Vygotsky's theory. A teacher could plan teaching a new science concept such as the classification of matter as liquid, solid or gas.

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Scaffolding: Scaffolding by a teacher occurs through instruction techniques including modelling and demonstrating when students are first introduced to new subject matter or problem solving, then the teacher steps back when they think the student can progress without their help. Vygotsky believed with extra assistance from the teacher in the early stages, students will learn to use the knowledge or skill independently in the future. A teacher could implement this aspect of Vygotsky's theory by modelling how paragraphs should be structured in an early childhood English lesson. The teacher would introduce the various aspects of paragraphs on the whiteboard and worksheets, then model the creation of sample paragraphs with the help of students.

More knowledgeable other: According to Vygotsky, the more knowledgeable other (MKO) refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO might be the teacher, an education assistant, a peer who has already mastered a skill or concept or a computer program. A teacher could implement this aspect of Vygotsky's theory by identifying students who have not yet acquired a key concept of maths such as long division and setting the child up for extra practice of the skill with an education assistant, or allowing the child to work with a maths computer program on that particular part of maths.

Accept other relevant answers.

Question 12   **(12 marks)**

(a)   Describe **one** specific medical service used for the health and wellbeing of families in Western Australia.   (3 marks)

Description	Marks
Describes a specific medical service used for the health and wellbeing of families in Western Australia.	3
Outlines a specific medical service used for the health and wellbeing of families in Western Australia.	2
Identifies a specific medical service used for the health and wellbeing of families in Western Australia.	1
Total	**3**
Answers could include: • General practitioner clinic (GP Clinic) – These clinics are located in almost every suburb and town and generally have several GP's and a practice nurse offering treatment and first point of call for most medical issues. • Speech therapy centre – These centres are operated by specialists in the area of language issues such as developmental delays or after brain injury. Speech therapists and speech pathologists treat individuals and organise group activities such as specialist playgroups to assist a variety of clients simultaneously. • Private hospital – These hospitals are an alternative to the free, public hospital system. Patients must pay for all services provided in a provide hospital, however, this will generally be covered in part, through membership of Private Health groups like HBF or Bupa. • Radiology clinic – These clinics exist to take scans including X-rays, MRI's and CAT scans. These scans are necessary to assist in diagnosing medical conditions and determine appropriate treatment. Services will be charged for but may completely or partially be covered by Medicare rebates.	
Accept other relevant answers.	

Question 12 (continued)

(b)   Discuss the relevance of **two** functional factors when developing the service identified in part (a).   (6 marks)

Description	Marks
For each factor	
Discusses the relevance of a functional factor when developing the service identified in part (a).	3
Outlines the relevance of a functional factor when developing the service identified in part (a).	2
States a fact about a functional factor when developing the service identified in part (a).	1
Subtotal	3
Total	6

Answers could include:

Functional factors being considered when developing a service will ensure that the service operates efficiently to meet the needs of clients/customers/patients in the long term.

General practitioner clinic (GP Clinic)
- The highest standard of hygiene is essential to keep both patients and staff healthy and minimise the risk of cross contamination. Frequent use of hand sanitisers and the practice of social distancing within General Practitioner clinics is expected by the government and gives staff and patients confidence in their safety when at clinics. The consequence of infection being traced to a clinic would be extremely detrimental to individuals involved and the clinic would face severe consequences such as shutdown.
- A variety of consultation types are necessary in General Practitioner clinics such as face to face, over the phone or a messaging service. The pandemic introduced the need for this variety and most clinics had to make significant changes to clinic operation which are being maintained. The prime purpose of introduction of new consultation types is maintaining the health of staff and patients of clinics.
- Different generations prefer to pay in different ways. Payment options are needed such as Eftpos, cash and also bulk billing for eligible individuals who can have their consultations paid for by the government. Many clinics take only Eftpos payments or state this is the preferred method as handling cash is problematic for infection control. Most clinics now process patients claiming of the Medicare rebate for General Practitioner visits.
- Booking options such as by phone call or an online booking app is essential to suit the busy lifestyles of potential clients/patients. This is a generational thing. The elderly may prefer to call and make appointments or may not own technology like computers or smartphones, whereas the young prefer to do bookings via computers and smartphones. Being able to book through apps like "Health Engine: is also a popular way to book General Practitioner visits.

Speech therapy centre
- a variety of treatment types will be necessary to meet the vast array of needs associated with age and specific medical conditions. Individuals may access face-to-face or over-the-phone treatment or attend group therapy e.g. Speech therapy playgroups for pre-school patients and their parents.
- Speech issues will not be fixed by one appointment so the service must be able to provide ongoing appointments. Efficient booking systems so the needs of all patients can be met will be essential.
Payment options will be needed such as Eftpos, cash and also bulk billing for eligible individuals who can have their consultations paid for by the government. Many centres take only Eftpos payments or state this is their preferred method as handling cash is problematic for infection control.

Accept other relevant answers.

(c) Discuss the relevance of **one** cultural factor when developing the service described in part (a). (3 marks)

Description	Marks
Discusses the relevance of a cultural factor when developing the service identified in part (a).	3
Outlines the relevance of a cultural factor when developing the service identified in part (a).	2
States a fact about a cultural factor when developing the service identified in part (a).	1
Total	**3**

Answers could include:

Cultural factors being considered when developing a service will ensure that the cultural needs of clients/customers/patients are adequately considered so that no matter the cultural background of individuals, they will be able to use the service in the long term.

Private hospital
- Religious practices must be respected by the private hospital and accommodated e.g. through special cultural dietary requests being met or places to worship. Being in hospital is stressful in itself, if normal religious practices can be observed, this will be very comforting to patients. Many patients would avoid hospital stays if they could not practice their religion.
- Information products such as pamphlets and posters need to be available in a variety of languages and where this is not covering the needs of a particular patient, an interpreter service or interpretation by a friend or family member should be provided. There could be poor medical consequences if precautionary information for procedures and practices is not understood and therefore not observed by non-English speaking patients.

Radiology clinic
- Information products such as pamphlets, posters and websites need to be available in a variety of languages and where this is not covering the needs of a particular patient, an interpreter service will be provided. There could be poor medical consequences if precautionary information for scans is not understood and therefore not observed by non-English speaking patients.
- Cultural practices sometimes require women to be accompanied by a family member at all times. This may be an issue where scans are necessary so the clinic will need to make it possible for the patient's family member to be safely in the vicinity. This shows respect for all patients but the radiology clinic must also consider the safety of the person accompanying patient.

Accept other relevant answers.

Question 13 (10 marks)

(a)   Explain **two** examples of a specific community maintaining social justice for all.

(6 marks)

Description	Marks
For each example	
Explains an example of a specific community maintaining social justice for all.	3
Describes an example of a specific community maintaining social justice for all.	2
States an example of a specific community maintaining social justice for all.	1
Subtotal	3
Total	6

Answers could include:

• School community – Social justice in a school is about distributing resources fairly and treating all students equitably so that they feel safe and secure, both physically and mentally. Specific examples would include
  ◦ having programs in place to provide learning materials to students whose families are unable to provide themselves due to financial difficulties. This may require partnerships with helping organisations such as The Smith Family or the Salvation Army.
  ◦ breakfast programs being instigated at schools to feed students unable to be fed breakfast at home will give such students a better chance to learn like other students. Coming to school hungry is an impediment to learning that should be overcome. Schools will need to partner with organisations such as Foodbank that are able to provide food needed to serve breakfast to students in need of this type of support.
  ◦ implementing anti-bullying programs within schools, including procedures for reporting bullying, peer support programs where students assist each other and educating the whole school about bullying and how to ensure it does not occur make it possible for schools to be safe places for everyone.
  ◦ effective behaviour management programs being implemented in schools help to manage incorrect behaviour in fair and equitable manner. The programs also aim to change undesirable behaviour in specific students so that in the long term, they model expected, positive behaviour. If unruly behaviour was not managed, many students would feel unsafe and not be able to learn effectively which would be a social justice issue.

• Local government community
  ◦ Kidsport is a program administered through local governments. Families on low incomes can apply for help to have children participate in sporting activities in the local community. Help can be to pay club fees and or the purchase of required uniform or equipment.
  ◦ Local governments also create and maintain recreation facilities within communities which are available for use by all. Types of facilities include parks and recreation and aquatic centres. While many facilities are free to use, discounted entry is made available to those on a low income so that the facilities can be accessed by all.
  ◦ Inclusive civic events like fairs are put on by community organisations to bring together members of the community. Such events are open to everyone regardless of culture or gender etc. The existence of anti-discrimination laws guide organisations to ensure events are inclusive.

- Australian community
  - Law and order established is well established in the Australian community. All levels of government establish and enforce laws under their jurisdiction through police and other government organisations. The majority of Australians accepting and obeying laws mean the community on the whole, feels safe. This is an important aspect of social justice.
  - Having a strong social security system i.e. through Centrelink, means that those on low incomes are still able to participate in activities in the community as Centrelink payments may make it possible to do so e.g. assistance to participate fully in education. Centrelink applications are quite complex and assistance is available to those unable to apply themselves
- The Australian Community has well developed Human Rights legislation covering many aspects of social justice, particularly discrimination. The existence of the Human Rights Commission Act and the Equal Opportunity Act, and their enactment means that members of the community who think they have been discriminated against which is not receiving social justice, they have somewhere to turn to have their problem corrected.

Question 13 (continued)

(b)   Valuing local knowledge, culture, skills and resources is also a principle of community development.
        Analyse this principle in relation to the community identified in part (a).   (4 marks)

Description	Marks
Analyses the principle of community development "Valuing local knowledge, culture, skills and resources" in relation to the community identified.	4
Discusses the principle of community development "Valuing local knowledge, culture, skills and resources" in relation to the community identified.	3
Outlines the principle of community development "Valuing local knowledge, culture, skills and resources" in relation to the community identified.	2
Makes a point about the principle of community development "Valuing local knowledge, culture, skills and/or resources" in relation to the community identified.	1
Total	**4**

Answers could include:

- School communities: To employ the principle of community development "Valuing local knowledge, culture, skills and resources" school communities could consult with local experts on the area including long-time residents or original residents of the area when establishing the school and during further development. Such consultation helps build positive relationships between the school and surrounding residents and businesses. School communities that invite local experts, in terms of knowledge, culture or skills into the school as guest speakers will further develop a positive relationship. Respect for the natural resources e.g. in bushland will protect the species in the areas into the future, and this would be enhanced if students were educated on how to protect the species too. Not showing respect for local knowledge, culture, skills and resources will lead to harm to the area both physically and socially rather than a well protected area and excellent relationships between the school community and others in the area.
- Local government communities: When the principle of community development "Valuing local knowledge, culture, skills and resources" is employed by a local government community, extensive ongoing consultation with locals, experts in terms of knowledge and skills and cultural groups, both the local government itself, businesses and community organisations will ensure the needs of locals are met. Not consulting will mean development may not respond to the needs of residents and the business, recreation etc. sectors. The protection of resources through sustainable practices by all but also the enhancement of resources for a local government community will make the local government community somewhere residents love to live and have a respectful attitude to in the way they live and operate. Where none of this occurs, the local government community will not be somewhere people wish to live long term.
- The Australian community: When the principle of community development "Valuing local knowledge, culture, skills and resources" is employed by the Australian community, the level of community satisfaction and commitment should be high. Unfortunately the Australian Community as a whole is actually many far smaller communities, from neighbourhoods to local government areas, states and territories then to the whole nation. The potential for local knowledge, culture, skills and resources being considered to the same level everywhere is quite low and so different areas offer residents different levels of satisfaction based on the aspects being covered well and the aspects not being done well. Another consideration is that Australian residents are individuals and thus have their own views about these aspects of community development and vary in their capabilities to have any impact.

Accept other relevant answers.

Question 14 **(13 marks)**

(a) (i) Name the stage of Piaget's theory of cognitive development, that Destiny is demonstrating. (1 mark)

Description	Marks
Names the stage of Piaget's theory of cognitive development as Sensorimotor.	1
Total	1

(ii) Describe **two** aspects of Destiny's growth and development outlined in the case study. (4 marks)

Description	Marks
For each aspect	
Describes an aspect that keeps with Piaget's sensorimotor stage.	2
Identifies an aspect that keeps with Piaget's sensorimotor stage.	1
Subtotal	2
Total	4
Answers could include: • Object Permanence: Object permanence is an aspect of Piaget's sensorimotor stage. It is characterised by a child understanding that when people/objects are out of their view they still exist. Destiny enjoying the game peek-a-boo with Helen and John is an example of her appreciating object permanence. Even when she can't see her Mum and Dad she still knows they exist. • Agent of Action: Destiny realises she is responsible for things that occur in her world. E.g. She is able to push a toy hanging on a mobile and it may move, she could push a switch and a light may come on. • Trial and Error Experimentation: Destiny may begin to repeat specific actions over and over to get an expected response from Helen or John. E.g. drop food on the floor, they pick it up • Co-ordination of Schemas: Destiny may initially do things by accident, and then understand that they give desirable responses and repeat the action on purpose e.g. shake a rattle and the pictures move, which could make her laugh, she could repeat this action.	
Accept other relevant answers.	

Question 14 (continued)

(b)   (i)   According to Erikson's theory of psychosocial development, Destiny is in the first stage. Identify the name of the stage and the age period specified for the stage.

(2 marks)

Description	Marks
Identifies the stage of Erikson's theory **and** the age period for the specified stage.	2
Identifies the stage of Erikson's theory **or** the age period for the specified stage.	1
Total	**2**
Answers could include: Trust versus Mistrust – Infants learn to trust that their needs will be met- 0–12 or 0–18 months	
Accept other relevant answers.	

    (ii)   Use Erikson's theory of psychological development to outline ways in which Destiny is on track to achieve a positive outcome for the stage, with reference to information in the case study.   (3 marks)

Description	Marks
Outlines ways, with more than one reference to the case study, why the outcome would be positive.	3
Identifies some ways, with more than one reference to the case study, why the outcome would be positive.	2
Identifies a positive outcome.	1
Total	**2**
Answers could include: A positive outcome would be for Destiny to learn to trust others during the first stage of Erikson's theory of psychosocial development. In the scenario it states that Destiny has a settled temperament and is generally a happy baby, which would suggest that her needs are being met. In addition, the case study states that she has a hearing impairment and is on a suggested treatment plan. This demonstrates that her needs are being met with regard to this condition. The case study also states that Destiny responds positively to the regular care she receives, showing her needs are being taken care of and she is learning to trust the world around her.	
Accept other relevant answers.	

(c) Biological influences and environmental factors interact constantly to influence Destiny's growth and development. With reference to information in the case study, describe **one** relationship between a biological and environmental factor for Destiny and a possible outcome of her development. (3 marks)

Description	Marks
Identifies and describes a relationship between a biological influence and environmental factor for Destiny and a possible developmental outcome.	3
Identifies and describes a relationship between a biological influence and environmental factor for Destiny.	2
Identifies a biological influence and/or environmental factor.	1
Total	**3**
Answers could include: • A biological influence that Destiny exhibits is a mild hearing impairment. The case study states that she is currently on a treatment plan to assist with this, which is an environmental factor and could include visits with an audiologist and other medical professionals. In addition, there may be things that her parents do with Destiny at home which could assist her progress. The relationship between this biological trait and environmental factor could enhance Destiny's developmental outcomes. • A biological influence from the scenario is Destiny's settled temperament. Whilst this is a biological factor, there are many suggestions from the case study that she has warm, attentive parents who have the capacity to care for her needs. These environmental factors work in unison with the biological trait exhibited to promote a healthy relationship between Destiny and her parents which is beneficial to Destiny's social/emotional development.	
Accept other relevant answers.	

Question 15 (9 marks)

Discuss the relevance of the following factors (environmental, economic and cultural) when developing and evaluating the Transperth system.

Description	Marks
For each factor (environmental, economic and cultural)	
Discusses the relevance of the factor when developing and evaluating the Transperth system.	3
Describes the relevance of the factor when developing and evaluating the Transperth system.	2
States a point about the relevance of the factor to the Transperth system.	1
Subtotal	3
Total	9

Answers could include:

Environmental factors:
- The very premise of public transport is that it is so much more beneficial to the environment where people choose public transport over conventional cars. Transperth advertises to the community that using public transport is more environmentally friendly, particularly in relation to getting cars off the road, as suggested in the excerpt.
- Constant evaluation of ways to improve the environmental impact of public transport vehicles. Historically this has related to the fuel type and emissions of public transport. The greatest improvement to date was changing Transperth trains from diesel to electric as electric trains do not themselves, emit air pollution.
- The image in the excerpt, while not demonstrating any of the public transport types specifically, conveys the commitment to stations for public transport to be visually appealing environments both using natural resources like plants and manmade resources like the artwork visible in stations. Transperth also demonstrates a commitment to keep stations visually maintained with respect to gardens but also maintaining artwork and removing graffiti.

Economic factors:
- The bottom line for Transperth is that they can keep offering their service of bus, train and ferry rides as they have economic viability. While the government puts a proportion of its annual budget into funding Transperth services, it also relies on fares paid by users of the services. Fares are charged based on distance travelled with zones established. Not all users pay the same though, Transperth offers concession fares for students and pensioners amongst others and even free transport for visually impaired. It is important that Transperth users pay their fares to maintain economic viability so Transperth employs staff to check riders while on trains or at stations to make sure they hold a valid ticket, or they will be fined.
- Switching from car to public transport to commute to and from work will reduce annual greenhouse gas emissions and according to the Transperth website, could save those who use their cars $5500 a year if they changed to use Public transport every day. Savings consumers could make by using Transperth options are often made in advertising campaigns by the government department.

Cultural factors:
- The Transperth system values cultural and social diversity and actively pursue equal opportunity in employment. It is a positive benefit that people from a wide range of cultures are employed in the organisation in keeping with the company's values. Attitude and the 'right fit' and this has an added advantage of meaning it is possible to assist a variety of tourists and local commuters from an equally diverse range of cultural backgrounds.

Accept other relevant answers.

Question 16 **(9 marks)**

(a) Explain, with reference to the graph, the relative success of Millennium Development Goal 7- Ensure Environmental Sustainability. (5 marks)

Description	Marks
Using data from both developed regions and the world, explains that there has been at reduction in Ozone depleting substances- mentions the disparity between developed countries and others – and links to MDG7 – Ensure Environmental Sustainability.	5
Using data from both developed regions and the world, describes that there has been at reduction in Ozone depleting substances and links to MDG7 – Ensure Environmental Sustainability.	4
Using data from both developed regions and the world, outlines the trends evident in the graph and links to MDG7 – Ensure Environmental Sustainability.	3
Using data from both developed regions and the world, provides general comments about the trends evident in the graph.	2
Correctly identifies a trend in the graph.	1
Total	**5**
Answers could include: Millennium Development Goal 7 aimed to ensure environmental sustainability and one of the key measures was to track the volume of ozone depleting substances consumed. As shown in the graph, there have been significant improvements in this area, with developed nations going from almost 1,500 thousands of metric tonnes in 1986, to less than 1,000 thousands of metric tonnes in a 10 year period, to almost nil by 2013. Whilst there have been significant decreases by developed nations, the world data made improvements at a much less rapid rate. In 1986 there is significant disparity between emissions from developed countries and the rest of the world- suggesting that the largest volume of ozone depleting pollution was coming from developed countries – 1,500 thousands of metric tonnes compared to less than 300 thousands of metric tonnes- This amount from the rest of the world decreased to marginally higher than developed countries by 2013. This graph shows significant decreases from all parties in ozone depleting substances making MDG 7 look relatively successful. It is important to remember that this is only one set of data, and there are many other contributing factors leading to world-wide environmental sustainability which have not been taken into account with this this graph alone.	
Accept other relevant answers.	

Question 16 (continued)

(b)   Millennium Development Goal 8 was 'Develop Global Partnerships'.
Explain the correlation between ICT access and the ability to develop long-term global
partnerships.   (4 marks)

Description	Marks
Explains the correlation between ICT access and the ability to develop long-term global partnerships, using the graph to support discussion.	4
Describes the correlation between ICT access and the ability to develop long-term global partnerships, using the graph to support discussion, using some data from the graph.	3
Outlines the correlation between ICT access and the ability to develop long-term global partnerships.	2
Makes a statement about ICT access and the ability to develop long-term global partnerships.	1
Total	**4**

Answers could include:

•   ICT access makes the prospect of developing long term global partnerships,
significantly easier, as communication can occur almost instantly - ideas between
parties can be transpired via email, skype, face-time… pictures can be shared of
goods, skills and markets, leading to the possibility of mutually beneficial
partnerships.
•   The graph shows the number of internet users per 100 inhabitants, all countries
recording improvements in uptake between the years 2000−2015. There are
significant disparities between developed regions where almost 80% of inhabitants
have access to ICT by 2015. This contrasts with developing regions where about
30% of inhabitants have access and developing countries where less than 10% of
inhabitants have access to ICT. Whilst the internet can enhance the possibility of
developing long term global partnerships, the disparity and inequity of ICT, and its
availability makes long term global partnerships significantly more difficult for
people in these countries and regions.

Accept other relevant answers.

Question 17 **(12 marks)**

(a) On the basis of the Five Capitals Model, describe what an organisation would strive for in relation to becoming a sustainable operation. (2 marks)

Description	Marks
Describes what an organisation would strive for, in relation to the Five Capitals Model in becoming a sustainable operation.	2
States a fact about what an organisation would strive for, in relation to the Five Capitals Model in becoming a sustainable operation.	1
Total	2
Answers could include:	

Answers could include:

An organisation applying the Five Capitals Model of sustainable development would aim to maintain and where possible enhance each of the capital assets, rather than deplete or degrade them.

Accept other relevant answers.

(b) Apply the Five Capitals Model to a secondary school or college. Describe how the school or college could consider each of the Five Capitals to improve its operation and become more sustainable. (10 marks)

Description	Marks
For each of the Five Capitals	
Describes how a school or college could consider the capital to improve its operation and be more sustainable.	2
Outlines a point about how a school or college could consider the capital to improve its operation and be more sustainable.	1
Subtotal	2
Total	10

Answers could include:

1) Natural capital is the stocks of materials and energy that the school has access to, to meet its core business of providing an education to students. The school should aim to promote practices that promote environmental sustainability such as using solar energy, being a Waterwise school designing buildings that are efficient at climate control.
2) Human capital consists of people's health, knowledge, skills and motivation which allow for the most productive output by individuals involved with the organisation. The school should incorporate practices to maintain and enhance human qualities of students and staff which would help the school go from strength to strength. Education and training of both students and staff is key to enhancing this capital.
3) Social capital concerns the institutions that help the maintenance and enhancement of human capital for organisations, in this case a school. Social capital a school must develop strong relationships with would include Parents and Friends association, professional development organisations that can develop staff and all of the community organisations, businesses and services that can provide excursion and incursion experiences for students and staff.

Question 17 (continued)

4)	Manufactured capital comprises material goods or fixed assets which contribute to the core process of the organisation rather than being the output itself. Schools must select the best quality goods, equipment and buildings within the budget available. Service costs should also be considered when making choices. Maintenance of manufactured capital of the school will be essential to its longevity and future requirements.
5)	Financial capital reflects the monetary assets the school has access to, to provide the best possible service to students and families that it can. This includes fees paid by parents to send children to school, government grants to the school and investments held by the school. Carefully management of incoming funds and expenses is essential to the school running effectively at any given time with plans to do so into the future too.

Accept other relevant answers.

Question 18 (15 marks)

(a) List **four** actions an individual could undertake and describe how they could lead to sustainable patterns of living. (12 marks)

Description	Marks
For each action	
Lists an action that an individual could undertake and describes how it could lead to sustainable patterns of living.	3
Lists an action that an individual could undertake and outlines how it could lead to sustainable patterns of living.	2
Lists an action that an individual could undertake.	1
Subtotal	3
Total	12

Answers could include:

- Planting native foliage around the garden – An individual could plant native foliage in dead space around the house to attract insects and exosystems to the area. Native plants provide habitat for native fauna and use less water compared to other plant varieties – They are low cost, attractive, change CO_2 to O_2 leading to a sustainable pattern of living for the home owner.
- Committing to minimising water usage – Australia is one of the driest nations in the world – a commitment to a sustainable pattern of living could include taking shorter showers, adding water saving devices to taps, ensuring all leaks are fixed and only watering for minimal time within the designated watering allocations.
- Seeking Renewable forms of energy – Renewable forms of energy such as solar, wind and hydropower prevent the depletion of finite resources and mean that adequate natural commodities will be available for future generations, without compromising the living conditions of people.
- Recycling – Recycling packaging, textile items, food-stuffs means there is less natural capital and energy needed to produce commodities in which future consumers can utilise. The practice of recycling leads to sustainable patterns of living for every individual in the supply chain.
- Supporting Manufacturers that follow Green design principles – Green design principles are steps undertaken to enhance the sustainability of a product at every stage of the product life cycle. By an individual supporting these manufacturers they are contributing to a better world for all.

Accept other relevant answers.

(b) Discuss a current global trend that might influence an individual to adopt sustainable patterns of living. (3 marks)

Description	Marks
Discusses a current global trend and how it may influence an individual to adopt sustainable patterns of living.	3
Describes a current global trend that may influence at individual to adopt sustainable pattern of living.	2
States a fact about a global trend.	1
Total	**3**

Answers could include:

- Food insecurity – Food insecurity is a global issue that highlights the inequity between people that have physical and economic access to enough safe and nutritious food to meet their dietary needs. Despite advances in technology and agriculture there is significant inequity between developed and developing countries, an individual may adopt sustainable patterns of living by donating excess food commodities to those at risk of food insecurity or providing financial assistance organisations that aim to provide relief.
- Deforestation – Deforestation is the clearing of natural habitat and bushland for development to occur, resulting in compromised eco-systems. With an awareness of the destruction that deforestation causes, an individual may choose to boycott products produced from virgin bushland, or seek to educate the public when deforestation is occurring in their area.
- Over fishing – Over fishing is a common issue that occurs when individuals and companies seek to get high yields, with little regard for the species that get entangled in the process. Without sufficient stocks left in oceans, breeding cannot occur in a sustainable way for future generations. For this reason an individual may seek to source alternate forms of seafood.

Accept other relevant answers.

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

Question 19   **(25 marks)**

(a)   Draw a concentric circle diagram of Bronfenbrenner's ecological systems theory.
       Identify each of the five systems and include an example relevant for a pre-school child
       for each system.   (10 marks)

Description	Marks
For each of the five systems from Bronfenbrenner's ecological system's theory	
Identifies the system in Bronfenbrenner's ecological system's theory and includes an example relevant to a pre-school school child for the system.	2
Identifies the system in Bronfenbrenner's ecological system's theory.	1
Subtotal	**2**
Total	**10**

Answers could include:

Bronfenbrenner's Ecological Systems Theory

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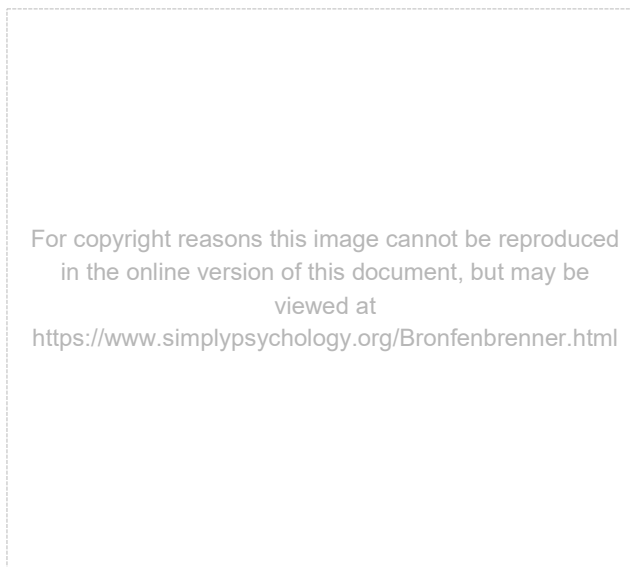
0 marks for concentric diagram as told to present like this.

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Accept other relevant answers.

Question 19 (continued)

(b) Discuss an interrelationship between **two** systems specified in Bronfenbrenner's theory, with reference to growth and development and the impact on a pre-school child.

(3 marks)

Description	Marks
Discusses an interrelationship between two systems specified in Bronfenbrenner's theory with reference to growth and development, when applied to a pre-school child and the impact on the pre-schooler.	3
Describes an interrelationship between two systems specified in Bronfenbrenner's theory with reference to growth and development, when applied to a pre-school child and mentioned an impact on the pre-schooler.	2
Outlines an interrelationship between two systems specified in Bronfenbrenner's theory, when applied to a pre-school child.	1
Total	**3**

Answers could include:

- Interrelationship Between Microsystem and Exosystem
  If a child's parents work hours are suddenly increased so that they are unable to deliver and pickup child from school the parent is in the child's microsystem less. The child may need to be enrolled in before and after school care so that the staff and other children there become part of the child's microsystem. Depending how the child adapts to the change, it will impact development e.g. negative impact socially and emotionally if they are stressed by the change or positive impacts if they enjoy the new phase of their life.

- Interrelationship Between Microsystem and Macrosystem
  A child is protected if their family unit breaks down due to separation or divorce with all decisions by the Family Court having the best interests of children involved at the centre of decisions. In such a case, a child would move from having both parents in their microsystem on a daily basis (unless parent away temporarily for FIFO work) to having a different arrangement. This Family Court Act strives to protect the child from negative impacts on their development. Where a family was very dysfunctional in their microsystem prior to separation or divorce, moving to a single parent arrangement may improve the impact on a child's development. Assistance from the government due to marriage breakdown in the form of financial payments through Centrelink and counselling and mediation services through government and non-government agencies is in the child's Macrosystem. They are designed to have the most positive impact on a child's development possible and protect child from impediments to development. Pre-primary children are particularly vulnerable to breakdown of the family unit.

- Interrelationship Between Microsystem and Chronosystem
  People in a child's microsystem who are impacted by major world events in the child's macrosystem like the Covid-19 Pandemic or a Civil War will in turn impact the child. For instance, if a parent lost their partner due to the world even or a personal illness or accident, along with the impact of the loss on the child themselves, the remaining parent will take time to deal with the loss and will find it difficult to meet the needs of their child. Where available, other adults may enter the child's microsystem such as extended family or close family friends, this assisting to care for the child and meet their growth and development needs.

Accept other relevant answers.

(c)   Consider an adolescent whose home-life is disrupted by parental drug addiction. The adolescent lives with a number of relatives during a 12-month period while their parents undergo rehabilitation. At the end of the rehabilitation period, they are reunited in the family home with their parents, who have overcome their addictions.

Discuss the impact on the adolescent's development during the 12-month period, with reference to **four** of the systems in Bronfenbrenner's ecological system.   (12 marks)

Description	Marks
For each impact	
With reference to a system in Bronfenbrenner's ecological system's theory, discusses the impact on the adolescent during the year.	3
With reference to a system in Bronfenbrenner's ecological system's theory, outlines the impact on the adolescent during the year.	2
With reference to a system in Bronfenbrenner's ecological system's theory, states an impact on the adolescent during the year.	1
Subtotal	**3**
Total	**12**

Answers could include:

• Microsystem – the scenario suggests a major change in the adolescent's immediate environment. It can be assumed while they were living with parents with addictions, the household was probably very dysfunctional and the adolescent's growth and development needs would not have been met and thus their growth and development would have been impaired. Needing to move between relatives and homes for a year would still be expected to have negative social and emotional impacts on the adolescent, even if their physical needs were met by the various relatives. Where the relatives take the responsibility of caring for the children very seriously, the impact on the growth and development of the adolescent could actually be improved. Even when reunited with parents, it is unlikely the adolescent would immediately trust the parents, so there would be social and emotional issues within the family to work through.

• Mesosystem – the relationship between various aspects of the adolescent's microsystem will impact the adolescent's growth and development greatly. For instance, if the various relatives are fighting about arrangements for the adolescent's care, this will impact the adolescent emotionally which could in turn make their effort to develop socially and cognitively more difficult. It will be important that the family members who care for the adolescent keep in contact with the adolescent's school to keep them up to date with who to contact where problems emerge at school so that both the relatives and school are doing everything they can to support the development of the adolescent at this difficult time they are going through.

• Exosystem – the rehabilitation facility(s) being attended by the parents indirectly impacts on the adolescent. It is probable the adolescent would have the opportunity to have some supervised contact with their parents during the year they battle their addictions. Visits to such a facility will impact the child emotionally as they will be confused by such a facility they have never seen before. Ideally, the facility would have processes in place to protect children and adolescents who need to visit and promote rather than present problems in terms of the adolescent's development.

Question 19 (continued)

•   Macrosystem – Protecting the best interests of every child is a very important value to Australia and child protection laws and community services are in place to protect children with parents with addictions. These laws will have been implemented to remove the adolescent from parents until they were fit to parent again. The relatives who have taken on the care of the adolescent would have been assisted by Australia's Social Welfare system i.e. Centrelink to assist with caring for the adolescent and meeting their growth and development needs.   •   Chronosystem – The year was not an easy one for the adolescent as they moved amongst relatives whilst parents were unable to parent the adolescent. This system is about major life events impacting development of the individual. Developing resilience during the difficult year may be taken forward into the rest of the individuals life, but on the other hand negative emotional development may well have occurred so that they are very stressed, anxious and unsure, even upon being reunited with parents.
Accept other relevant answers.

Question 20 **(25 marks)**

(a) Describe the issue depicted in the cartoon. (2 marks)

Description	Marks
Describes the issue in the cartoon as cyberbullying, justifying answer.	2
Identifies the issue in the cartoon as cyberbullying.	1
Total	**2**
Answers could include:	

- The issue depicted in the cartoon is cyberbullying. The victim of the bullying is sitting with multiple devices, clearly upset with the content that is being received.

Accept other relevant answers.

(b) (i) Using the technology process, explain how students could develop and implement an Advocacy Plan in their school to reduce the impact of the issue depicted in the cartoon in part (a). For each stage of the plan outline how **one** activity that could be incorporated at each stage of the Advocacy Plan.

(12 marks)

Description	Marks
For each stage of the technology process applied to advocacy plan about cyberbullying	
Provides an explanation about the stage of the technology process, and outlines an activity to be incorporated for advocating on the issue of cyberbullying within a school.	3
Provides a general comment about the stages of the technology process, and outlines an activity to be incorporated for advocating on the issue of cyberbullying within a school.	2
Makes brief/superficial comment/s about the technology process with brief outline of an activity to be incorporated for advocating on the issue of cyberbullying within a school.	1
Subtotal	**3**
Total	**12**
Answers could include:	

- Investigate
  At this stage of the technology process a person could conduct research into cyberbullying. Thoroughly research all of the different types of cyber bullying that are prevalent today and in particular within the school. Primary research could include interviewing known victims of cyber bullying and also consulting statistics on cyberbullying. Secondary research could be consulting websites of organisations who tackle the issue. Outcomes of such research would include a solid knowledge base about the issue which could then be tackled identified point by identified point. If solid research is not conducted, the advocacy plan could miss important aspects of the issue. Information collected through solid research gives qualitative and quantitative data so a person is well equipped to have a full understanding of the effects of cyberbullying when advocating on behalf of the people who are experiencing this social issue.

Question 20 (continued)

- Devise
  At this stage of the technology process the individual or group planning to advocate to reduce the prevalence and impact of cyberbullying to a single individual, or within an organisation such as a school, is responsible for considering the types of advocacy that would be most effective, from the identified categories of advocacy ie self, individual, group or systemic advocacy. More than one category and specific types of advocacy might be appropriate. Specific advocacy strategies could include a letter to the editor or principal, peaceful protest, pamphlets, posters, letter to a member of parliament, online forum. The expected outcome would be that the individual comes up with methods of advocacy best suited to the given context of the cyber bullying and well developed plans with a good likelihood of success can be developed. Within a school, the principal would need to approve plans for advocacy or they would be likely to shut down strategies that have not been approved. Careful planning is required to ensure success and efficiency in the production stage.

- Produce/Implement
  At this stage of the technology process a person or advocacy group produces required materials and actually conducts the advocacy. This could include writing the letter, organising a pamphlet with victim impact stories and statistics with suggested support services, producing the online forum for people to have intelligent discussions and boost the awareness of the issue. The expected outcome would be that the desired method of advocacy is carried out by the advocates in an efficient and timely manner, thus far more likely to be effective at reducing cyberbullying to an individual or organisation.

- Evaluate
  The final stage of the technology process relates to evaluating the success of the advocacy. Survey data from participants who had been part of the advocacy process as well as cyberbullying victims who were the focus of the advocacy and were part of the investigation should be asked to provide feedback via surveys or interviews. Those responsible for the advocacy would hope that there had been improvements for the victims after the advocacy had taken place but if this was not the case, evaluation will have indicated how the advocacy plan needs to be changed going forward. Positive outcomes of the evaluation stage could include those assisted would be keen to participate in advocacy on the issue in the future.

Accept other relevant answers.

(c) Advocacy skills and strategies are vital to the success of an Advocacy Plan.

(i) Outlines **three** communication strategies that could enhance the success of the advocacy. (3 marks)

Description	Marks
For each communication strategy	
Outlines a communication strategy that could enhance the success of the advocacy.	1
Subtotal	3
Total	3
Answers could include: • Facebook page – educating people about the social issue • Facebook group – to get personal experience of those that have experienced cyberbullying • online survey – to get data from those who have experienced the issue. • use of the media – to hear, share stories of those who have been affected by the issue • media releases – to educate people about cyberbullying • email to companies – could potentially lead to guidelines/regulations to protect people from experiencing cyberbullying • letters to newspapers to include an article about the issue • letters to politicians and other areas of influence to change laws and regulations around the issue • face to face meetings to gain information and statistics about cyberbullying • lobbying to lead to awareness about cyberbullying • peaceful protesting to show that there is a large volume of people who care about the issue • meeting with the local member of parliament to bring about change in policies • articles in a newspaper or newsletter to educate the public about the consequences related to the issue of cyberbullying • advertisements around the community to increase awareness of the issue that is affecting member of the community.	
Accept other relevant answers.	

Question 20 (continued)

(ii)   Discuss **two** advocacy skills that could be used to empower those being
         advocated for.   (8 marks)

Description	Marks
For each skill	
Discusses an advocacy skill that could be used to empower those being advocated for.	4
Explains an advocacy skill that could be used to empower those being advocated for.	3
Describes an advocacy skill that could be used to empower those being advocated for.	2
Identify an advocacy skill.	1
Subtotal	4
Total	8

Answers could include:

- Active listening – Active listening is the skill of being there for a person to vent their frustrations and really make a person understand how an issue has affected them. Active listening involves letting a person talk and demonstrating awareness, empathy and understanding so the individual feels comfortable expressing their thoughts to you. It is essential that this is done effectively to get a full awareness of a person's struggle, and what they actually want to gain through the process of advocacy. Active listening involves seeking clarification when needed, questioning if needed. It does not involve taking over or assuming what a person is trying to say. The absence of active listening would lead to poor, inaccurate understanding of the issue as it applies to a particular individual.
- Written skills – Strong vocabulary and written skills are highly advantageous to a person who is in the process of advocacy. To understand the requirements of a letter to parliament or a formal letter to an esteemed member of the community or when producing a referenced position paper can lead to a respectful relationship where they value what you have to say. Similarly, it is important to be able to modify jargon to reach target audiences on Facebook, twitter etc. to reach all section of the community. Poor written skills or written work which was not carefully edited, reduces the likelihood people who read the written information will get on board.
- Verbal skills – Verbal skills include language, tone when dealing face to face with another person, but also in video posts. By using correct terminology, in a non-threatening tone with good intonation in the voice a person is able to easily convey the message they are trying to get across, increasing the possibility of advocacy success. Poor verbal skills can lead to the target audience turning away. Poor verbal skills by those conducting the advocacy can also be detrimental to developing relationships with those being advocated for.
- Resourcefulness
- Negotiation
- Assertiveness
- Effective communication

Accept other relevant answers.

Question 21 **(25 marks)**

(a) Identify an issue that involves human rights in Australia and describe why that issue
should be considered one of human rights. (3 marks)

Description	Marks
Identifies an issue of Human Rights in Australia and describes why the issue should be considered one of human rights.	3
Identifies and describes an issue of Human Rights in Australia.	2
Identifies an issue of Human Rights in Australia.	1
Total	**3**
Answers could include: If an issue is in the realm of the UN Charter of Human rights, then it should be considered an issue of Human Rights. Australia as a member of the United Nations and being involved in the drafting of the charter, is very active in endeavouring to uphold all aspects of the charter through legal means. • Lack of equal opportunity – Article 7, of *United Nations Charter of Human Rights* (1948) states "All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination." Where Australians are not given equal opportunity in prescribed areas of public life including employment and education, i.e. treated fairly and similarly, rather than subject to disadvantage or discrimination, this is a human rights issue. • Racial discrimination – Article 7 also applies • Sexual discrimination – Article 7 also applies	
Accept other relevant answers.	

Question 21 (continued)

(b)   Explain the role and responsibility of state **and** federal governments when considering
the human rights of individuals in relation to the issue specified in part (a).   (6 marks)

Description	Marks
For each role and responsibility of state **and** federal	
Explains the role of state **and** federal governments when considering the human rights of individuals in relation to the issue.	3
Describes the role of state **and** federal governments when considering the human rights of individuals in relation to the issue.	2
States a fact about the role of state **and** federal governments when considering the human rights of individuals in relation to the issue.	1
Subtotal	3
Explains the responsibility of state **and** federal governments when considering the human rights of individuals in relation to the issue.	3
Describes the responsibility of state **and** federal governments when considering the human rights of individuals in relation to the issue.	2
States the fact about a responsibility of state **and** federal governments when considering the human rights of individuals in relation to the issue.	1
Subtotal	3
Total	6

Answers could include the following with relevant explanation:

- Role of state and federal governments when considering the human rights of
  individuals
  ◦ Establish efficient processes for considering complaints of breaches of human
     rights
  ◦ Implement human rights law
  ◦ Educate communities about human rights

- Responsibility of state and federal governments when considering the human
  rights of individuals
  ◦ Equity in dealing with all complaints
  ◦ Truth in all aspects of dealing with complaints and those accused of breaching
     human rights
  ◦ Respecting confidentially of individuals

Accept other relevant answers.

(c) (i) Identify and explain a key piece of legislation that protects individuals affected by the human rights issue identified in part (a). Include the statutory body responsible for implementing the legislation. (4 marks)

Description	Marks
Identifies and explains a key piece of legislation that protects individuals impacted by the human rights issue identified, includes the statutory body responsible for implementing the piece of legislation.	4
Identifies and explains a key piece of legislation that protects individuals impacted by the human rights issue identified.	3
Identifies and describes a key piece of legislation that protects individuals impacted by the human rights issue identified.	2
States a fact about a key piece of legislation that protects individuals impacted by the human rights issue identified.	1
Total	**4**

Answers could include:

- *Equal Opportunity Act WA (1984)* would protect individuals impacted by human rights issues including discrimination against persons on the grounds of sex, marital status, pregnancy, family responsibility or family status, race, religious or political conviction, impairment, age or gender history in the areas of work, accommodation, education, the provision of goods, facilities and services and the activities of clubs. It only applies to Western Australians so in most cases, if A Western Australian believes they have been discriminated on one of the grounds prescribed for the act, they would make a complaint the Equal Opportunity Commission of Western Australia.
- *Human Rights Commission Act (1986)* protects all people in Australia from discrimination and breaches of their human rights. There are specific acts for each area of discrimination specified in the *Human Rights Commission Act* including *The Racial Discrimination Act (1975)* and the *Sexual Discrimination Act (1984)*. Area of life covered by the *Human Rights Commission Act* and other acts specified include employment, education, provision of goods and services, sport, and the provision of Commonwealth services and administration of Commonwealth laws. Australians and visitors to Australia who believe one of the prescribed human rights has been breached, can make an official complaint to the Australian Human Rights Commission.

Accept other relevant answers.

Question 21 (continued)

(ii)   Describe a six-step process a Western Australian individual might follow in order to have a potential Equal Opportunity violation investigated and resolved.

(12 marks)

Description	Marks
For each step	
Describes a step a Western Australian individual could undertake, to have a potential Equal Opportunity violation addressed, and how the complaint would be investigated and resolved.	2
Lists a step a Western Australian individual could undertake, to have a potential Equal Opportunity violation addressed, and how the complaint would be investigated and resolved.	1
Subtotal	**2**
Total	**12**
Answers could include:	

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Accept other relevant answers.

Question 21(c)(i)   Sourced from the Western Australian Legislation website at 17 September 2021: State of Western Australia. (1984). *Equal Opportunity Act WA 1984* (s.1. 3(a)). For the latest information on Western Australian legislation, visit www.legislation.wa.gov.au Used under a Creative Commons Attribution 4.0 International licence.

Information from: Australian Human Rights Commission. (n.d.). *Legislation*. Retrieved September, 2021, from https://humanrights. gov.au/our-work/legal/legislation

Question 21(c)(ii)   Adapted from: Commissioner for Equal Opportunity. (2020). *Equal opportunity commission fact sheet - Complaint process.* Retrieved September, 2021, from https://www.wa.gov.au/sites/default/files/ 2021-07/Complaint%20Process%20Fact%20Sheet%202021.3.pdf