



ATAR course examination, 2021

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

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	93	50
Section Three Extended answer	3	2	80	50	40
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2021: Part II Examinations*. 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. A workplace that promotes diversity will
 - (a) treat all employees in exactly the same manner.
 - (b) identify similarities and differences between employees.
 - (c) value the differences between employees.
 - (d) employ the same proportion of males and females.

2. Students are expected to compare, analyse and apply information from primary and secondary sources when studying issues. A primary and secondary source would be a
 - (a) transcript of an interview of an individual who has experience of the issue and a secondary source would be attending a lecture about the issue.
 - (b) compilation of photos of individuals experiencing the issue with discussions by an expert and a secondary source would be an autobiography by an individual who experienced the issue.
 - (c) YouTube clip by an individual living with the issue and a secondary source would be statistics about the issue.
 - (d) law document relating to the issue and a secondary source would be a textbook with information about the issue.

3. Goal 3 of the Millennium Development Goals (MDG) 2000–2015 was 'Promoting gender equality and empowering women'. An indicator of success of this goal is
 - (a) the payment of women and men for the same types of work is almost equal in most parts of the world.
 - (b) that developing countries as a whole have achieved the target of eliminating gender disparity in primary, secondary and tertiary education.
 - (c) the participation of working-age men and women in workforces around the world is more equal.
 - (d) the average proportion of women in parliaments around the world was maintained during the MDG years.

4. When participating in group projects, the whole group will benefit if each member of the group applies self-management skills, including
 - (a) enforcing the budget provided to the group.
 - (b) adhering to deadlines essential to the project.
 - (c) reflecting regularly on group progress.
 - (d) informing the group of resources used.

5. The application of the Triple Bottom Line theory by a daycare centre to improve its level of sustainability is demonstrated by
 - (a) considering examples of environmental, economic and social factors in the daycare centre.
 - (b) improving environmental, economic and social factors within the daycare centre.
 - (c) balancing environmental, economic and social factors when making changes within the daycare centre.
 - (d) reviewing the contribution of environmental, economic and social factors to the daycare centre.

6. Ways in which local councils and state governments contribute to social cohesion in suburban communities in Perth, Western Australia include
 - (a) enforcing the law very strictly to ensure all members of communities feel safe.
 - (b) ensuring equal opportunities for employment and recreation for all age groups in a community.
 - (c) compelling members of communities to be kind and non-discriminatory to other members of their communities.
 - (d) providing opportunities for individuals, families and community members to participate in civic events and the promotion of inclusive practices.

7. Ethical standards must be adhered to in the day-to-day delivery of a community service. Ethical features of the service could include
 - (a) providing a safe working environment for employees and honesty in dealing with customers.
 - (b) making claims that can be substantiated in most cases and equity for all customers.
 - (c) making environmental statements in publicity materials and easy-to-use products.
 - (d) resolving customer complaints without damaging the company's reputation.

8. The *National Disability Strategy 2010–2020* was a government policy to
 - (a) reduce the need for statutory and legal protection for people with disabilities.
 - (b) support people with disabilities to maximise their potential and participate as equal citizens in Australian society.
 - (c) increase employment opportunities and support in the community for people with disabilities to the same level as Australians without a disability.
 - (d) create a greater range of stand-alone disability health, employment and recreation services.

9. Schools may form community partnerships with charitable organisations. To strengthen a community partnership, the school has a role to
- (a) communicate frequently with the helping organisation and be honest in all communications.
 - (b) raise funds or collect items to donate to the organisation and ensure it publicises its achievements.
 - (c) involve all students and staff in the partnership and ensure all items collected are passed on to the helping organisation.
 - (d) meet deadlines established for the partnership and to involve every student in partnership activities.
10. An example demonstrating the relationship between social cohesion, social systems and a sustainable society would be
- (a) working with individuals to address their needs and wants, and improve their participation in society through improved social systems.
 - (b) ensuring that all members of society have the goal for a sustainable society and are using the available social systems.
 - (c) enhancing the economic development of a community while addressing the needs of the disadvantaged.
 - (d) addressing the inequities in a community through targeted support for those facing disadvantage and enhancing their participation in the community.

End of Section One

See next page

Section Two: Short answer

50% (93 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.

Question 11

(13 marks)

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

One: _____

Two: _____

- (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)

Zone of proximal development: _____

Scaffolding: _____

More knowledgeable other: _____

Question 12

(12 marks)

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

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

One: _____

Two: _____

Question 14

(13 marks)

Consider the case study below.

The Pringle family live together in a middle-class suburb in Western Australia. Helen and John have a nine-month old infant they have named Destiny. She was diagnosed with a mild hearing impairment at six months of age, for which her parents are following the suggested treatment plan. Destiny has a settled temperament and is generally a happy baby who enjoys interacting with her family and responds positively to the regular care she receives. Destiny is a curious baby who loves to play peek-a-boo with both Helen and John.

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

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

One: _____

Two: _____

- (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)

- (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)

- (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)

Question 15

(9 marks)

Study the excerpt below from the Transperth website, which is the public transport system in the metropolitan area of Perth, Western Australia.



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

(i) Environmental

(3 marks)

See next page

(ii) Economic

(3 marks)

(iii) Cultural

(3 marks)

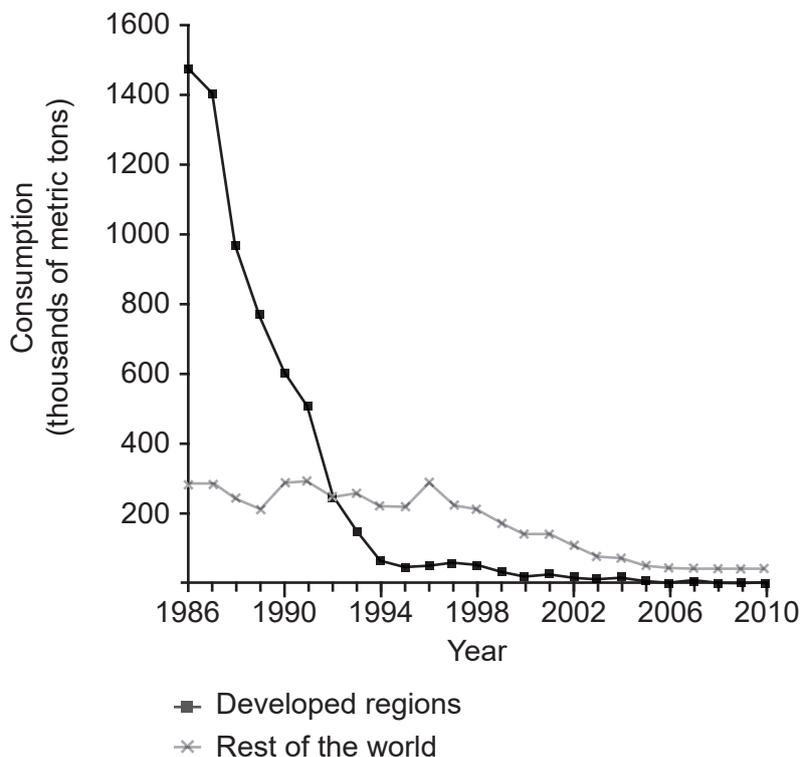
Question 16

(9 marks)

The Millennium Development Goals (MDG) were developed by the United Nations to improve lives for all by the year 2015.

Study the graph below, adapted from the MDG Report of 2015.

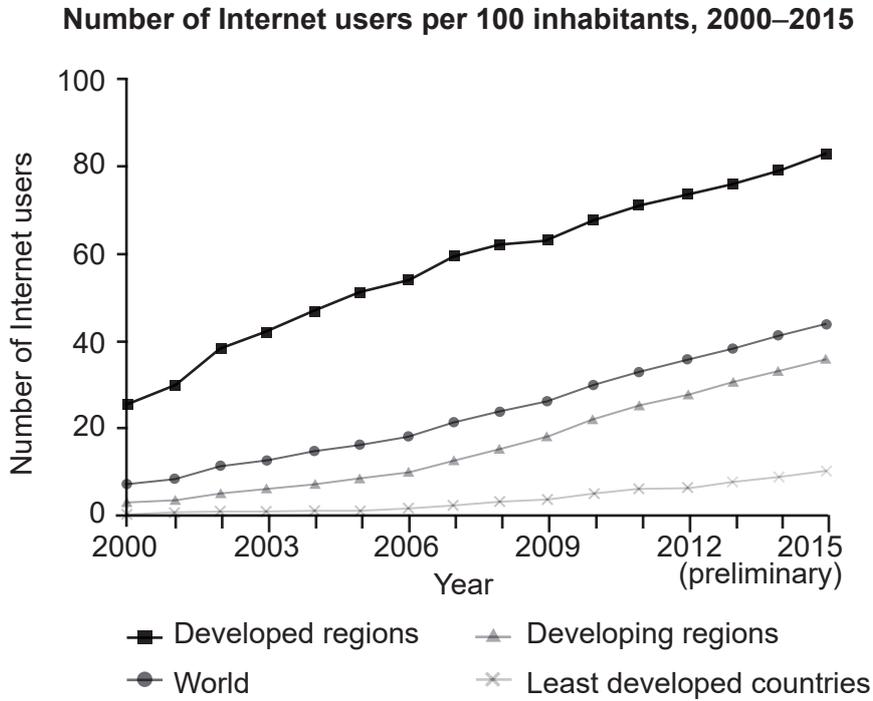
Consumption of ozone-depleting substances



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

Study the graph below, from the MDG Report of 2015.

Information Communication Technologies (ICT) access and use are unequally distributed within and between countries



(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)

Question 17

(12 marks)

An organisation focused on sustainable operation may apply the Five Capitals Model of Sustainable Development to improve its operation and be more sustainable.

- (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)

- (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)

Natural capital: _____

Human capital: _____

Social capital: _____

Manufactured capital: _____

Financial capital: _____

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)

One: _____

Two: _____

Three: _____

Four: _____

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

Question 19

(25 marks)

Bronfenbrenner's ecological systems theory presents a framework for examining the relationships of an individual within communities and the wider society in which they live and the impact on their development.

- (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)
- (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)
- (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)

Question 20

(25 marks)

Consider the cartoon below.



- (a) Describe the issue depicted in the cartoon. (2 marks)
- (b) 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 could be incorporated at each stage of the Advocacy Plan. (12 marks)
- (c) Advocacy skills and strategies are vital to the success of an Advocacy Plan.
- (i) Outline **three** communication strategies that could enhance the success of the advocacy. (3 marks)
- (ii) Discuss **two** advocacy skills that could be used to empower those being advocated for. (8 marks)

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)
- (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)
- (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)
- (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)

ACKNOWLEDGEMENTS

- Question 3** Adapted from: United Nations. (2015). *Millennium development goals report 2015* (p. 5). Retrieved March, 2021, from [https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)
- Question 8** Information from: Commonwealth of Australia. (2011). *National disability strategy: An initiative of the Council of Australian Governments*. Retrieved March, 2021, from https://www.dss.gov.au/sites/default/files/documents/05_2012/national_disability_strategy_2010_2020.pdf
- Question 15** Public Transport Authority. (2018). [Photograph of workers in a garden]. Retrieved March, 2021, from <https://www.pta.wa.gov.au/about-us/corporate-responsibility/environment-and-sustainability>
Public Transport Authority. (2018). *Environment and sustainability*. Retrieved March, 2021, from <https://www.pta.wa.gov.au/about-us/corporate-responsibility/environment-and-sustainability>
- Question 16(a)** Adapted from: United Nations. (2015). Consumption of ozone-depleting substances, 1986–2013 (thousands of metric tons) [Graph]. *Millennium development goals report 2015*. Retrieved May, 2021, from [https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)
- Question 16(b)** Adapted from: United Nations. (2015). ICT access and use are unequally distributed within and between countries [Graph]. *Millennium development goals report 2015*. Retrieved May, 2021, from [https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)

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