



CHILDREN, FAMILY AND THE COMMUNITY

ATAR course examination 2022

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	b
3	c
4	b
5	a
6	c
7	d
8	b
9	d
10	a and c

Section Two: Short answer

50% (106 Marks)

Question 11

(10 marks)

(a) Consider the image on page 7.

Describe **two** factors impacting on the growth and development of the Aboriginal and Torres Strait Islander population. (4 marks)

Description	Marks
For each (2 x 2 marks)	
Describes a factor impacting on the growth and development of Aboriginal and Torres Strait Islander population.	2
Identifies a factor impacting on the growth and development of Aboriginal and Torres Strait Islander population.	1
Total	4
<p>Answers could include:</p> <ul style="list-style-type: none"> the Indigenous population group have a higher unemployment rate causing them disadvantage because they will have less income to provide for their family, this could affect the growth of individuals and families if they are not receiving the correct nutrition the Indigenous population group have a lower reading and numerous rates than non-Indigenous Australians causing education is linked to employment in later years, health, and social skills. This could affect the cognitive and social development of individuals and families the Indigenous population group have lower school attendance rates than non-Indigenous Australians this puts them at a disadvantage as poor attendance in the early years is linked to poor student performance in later years. This could affect the cognitive and social development of individuals and families, as they do not have the same opportunity to learn and socialise with others the life expectancy for the Indigenous Australian group is lower than the non-Indigenous Australians which puts them at a disadvantage as it is not only health factors that contribute to this but also social factors such as education, employment, housing income and lifestyle factors such as smoking, obesity and alcohol, affecting all areas of growth and development. 	
Accept other relevant answers.	

Question 11 (continued)

- (b) With reference to the image on page 7, discuss the impact of a social and economic factor on the development of individuals in the Aboriginal and Torres Strait Islander population group. (6 marks)

Description	Marks
Social	
Discusses a social factor with reference to image on page 7, impacting on the development of individuals in the Aboriginal and Torres Strait Islander population group.	3
Describes a social factor with reference to image on page 7, impacting on the development of individuals in the Aboriginal and Torres Strait Islander population group.	2
Identifies a social factor with reference to image on page 7, impacting on the development of individuals in the Aboriginal and Torres Strait Islander population group.	1
Subtotal	3
Economic	
Discusses an economic factor with reference to image on page 7, impacting on the development of individuals in the Aboriginal and Torres Strait Islander population group.	3
Describes an economic factor with reference to image on page 7, impacting on the development of individuals in the Aboriginal and Torres Strait Islander population group.	2
Identifies an economic factor with reference to image on page 7, impacting on the development of individuals in the Aboriginal and Torres Strait Islander population group.	1
Subtotal	3
Total	6
<p>Answers could include:</p> <ul style="list-style-type: none"> • Social: Early childhood education is on track with 95% of Indigenous children enrolled in a program. Children are being provided with the same opportunities to socialise and develop their social skills through playing with children the same age as themselves. Alternatively, poor social skills can be linked to poor communication skills and developmental delay in other areas. • Economic: With lower school attendance and reading and numeracy skills, Indigenous Australian's have a lower education providing them with less employment opportunities, resulting in a lower income or a reliance on the welfare system to provide for their families. 	
Accept other relevant answers.	

Question 12

(15 marks)

- (a) Identify a product, service and system that is designed to assist Sasha and her family settle into life in Australia. (3 marks)

Description	Marks
Product	
Identifies a product that is designed to assist Sasha and her family settle into life in Australia.	1
Subtotal	1
Service	
Identifies a service that is designed to assist Sasha and her family settle into life in Australia.	1
Subtotal	1
System	
Identifies a system that is designed to assist Sasha and her family settle into life in Australia.	1
Subtotal	1
Total	3
<p>Answers could include:</p> <p>Products</p> <ul style="list-style-type: none"> • tablet device, laptop, mobile phone, books. <p>Services</p> <ul style="list-style-type: none"> • Red cross, Anglicare, Translation services, Edmund Rice foundation, Migration services, Medical Services, Medicare, Centrelink centre, Childcare services, schools, lawyers/solicitors. <p>System</p> <ul style="list-style-type: none"> • transport system, welfare support system, Centrelink, healthcare system, legal system, education system. <p>Accept other relevant answers.</p>	

Question 12 (continued)

- (b) (i) With reference to the case study and the product identified in part (a), discuss the technological features designed for individuals and families. (4 marks)

Description	Marks
Product (technological)	
With reference to the case study and the product identified in part (a), discusses the technological features designed for individuals and families.	4
With reference to the case study and the product identified in part (a), explains the technological features designed for individuals and families.	3
With reference to the case study and the product identified in part (a), describes the technological features designed for individuals and families.	2
With reference to the product identified in part (a), states a technological feature designed for individuals and families.	1
Total	4
Answers could include: Product: Mobile phone Technological Feature: A mobile phone allows for communication when travel is not safe or affordable for Sasha's family. It will also allow the family to communicate with friends and family back in the middle-east. The mobile can also act as a GPS system that will allow her parents to track Sasha. It also has map features to help navigate new places in Australia to avoid getting lost. A mobile phone can also be used to look up information to help with schooling, it has many educational apps that can help increase Sasha's ability to read and write. It can also act as a translating device to help with language barriers. Accept other relevant answers.	

- (ii) With reference to the case study and the service identified in part (a), discuss the sustainable features designed for individuals and families. (4 marks)

Description	Marks
Service (sustainable)	
With reference to the case study and the service identified in part (a), discusses the sustainable features designed for individuals and families.	4
With reference to the case study and the service identified in part (a), explains the sustainable features designed for individuals and families.	3
With reference to the case study and the service identified in part (a), describes the sustainable features designed for individuals and families.	2
With reference to the service identified in part (a), states a sustainable feature designed for individuals and families.	1
Total	4
<p>Answers could include:</p> <p>Service: Centrelink</p> <p>Sustainable: Centrelink considers the environment through offering online services to produce less carbon emissions through less travel. Travel could be via public transport which can also limit carbon emissions.</p> <p>Centrelink considers the economy because it is funded by the government providing assistance to families who migrate to Australia. It also will support Sasha's family as they make the transition to employment providing financial assistance and a safe place to live in either state housing or through providing rent assistance.</p> <p>Accept other relevant answers.</p>	

Question 12 (continued)

- (iii) With reference to the case study and the system identified in part (a), discuss the ethical features designed for individuals and families. (4 marks)

Description	Marks
System (ethical)	
With reference to the case study and the system identified in part (a), discusses the ethical features designed for individuals and families.	4
With reference to the case study and the system identified in part (a), explains the ethical features designed for individuals and families.	3
With reference to the case study and the system identified in part (a), describes the ethical features designed for individuals and families.	2
With reference to the system identified in part (a), states an ethical feature designed for individuals and families.	1
Total	4
<p>Answers could include:</p> <p>System: Transport system</p> <p>Ethical: This system can be accessed by Sasha's family as is it can be used by all people regardless of race, gender, sex, religion, and other factors. It provides ethical equity through providing an affordable way to travel for people without a car or license. If on a low income it provides reduced travel rate/concession card providing equity for all people.</p> <p>Accept other relevant answers.</p>	

Question 13

(10 marks)

(a) Define 'human rights'.

(2 marks)

Description	Marks
Defines human rights.	2
States a fact about human rights.	1
Total	2
Answers could include: Human rights are basic rights, freedoms, and protections that individuals are entitled to regardless of their gender, race, ethnicity, sexuality, citizenship or abilities. Human rights are universal, inherent, inalienable, and invisible. These include peace, shelter, education, good income, a stable eco-system, sustainable resources and social justice and equity. Accept other relevant answers.	

(b) With reference to the infographic on page 12, identify and explain **two** human rights issues experienced by individuals with disabilities.

(4 marks)

Description	Marks
For each (2 x 2 marks)	
With reference to the infographic on page 12, identifies and explains, a human rights issue experienced by individuals with disabilities.	2
With reference to the infographic on page 12, identifies a human rights issue experienced by individuals with disabilities.	1
Total	4
Answers could include: <ul style="list-style-type: none"> • Australia's disabled population has the one of the lowest incomes when compared to other countries, Australia ranks lowest amongst OECD countries for relative income • the disabled population is poorly represented in the workforce • the disabled population struggles to use public transport • disabled people experience alarmingly high rates of assault • low rates of independent living • modifications to the physical working environment e.g. ramps, height of desks etc. Accept other relevant answers.	

Question 13 (continued)

- (c) For each issue identified in part (b), outline a possible solution. (4 marks)

Description	Marks
For each of the issues (2 x 2 marks)	
Outlines a possible solution for how the issue in part (b) could be solved.	2
Identifies a possible solution for how the issue in part (b) could be solved.	1
Total	4
<p>Answers could include:</p> <p>This issue could be solved by:</p> <ul style="list-style-type: none"> • Australia's disabled population has the one of the lowest incomes when compared to other countries: <ul style="list-style-type: none"> ▪ increase opportunities for work ▪ address social security payment rates. • The disabled population is poorly represented in the workforce: <ul style="list-style-type: none"> ▪ increase opportunities for work ▪ address training and education needs to improve retainment in the workforce ▪ address skills development ▪ improve employer awareness of benefits of employing people with disabilities ▪ encourage innovative approaches to employment such as establishing small businesses. • The disabled population report difficulties using public transport: <ul style="list-style-type: none"> ▪ install more disability access and resources on all public transport vehicles and resources ▪ make public transport stations and hubs more accessible with disability ramps, handrails escalators ▪ employ more attendants to assist ▪ large buttons instead of small ones. • Disabled people experience alarmingly high rates of assault: <ul style="list-style-type: none"> ▪ increase penalties for offenders ▪ advocate against discrimination and abuse ▪ improve community awareness and acceptance of the rights of people with disabilities ▪ develop strategies to reduce violence, abuse, and neglect of people with disabilities. • Low rates of independent living in private dwellings: <ul style="list-style-type: none"> ▪ provide more services to promote independent living ▪ improve disability accessibility in social housing. <p>Accept other relevant answers.</p>	

Question 14

(20 marks)

- (a) Identify an individual **and** a group action to create and maintain sustainable patterns of living. (2 marks)

Description	Marks
Identifies an individual action to create and maintain sustainable patterns of living.	1
Identifies a group action to create and maintain sustainable patterns of living.	1
Total	2
<p>Answers could include:</p> <p>Individual:</p> <ul style="list-style-type: none"> • timers on taps • recycling plastics • minimising food wastage • compost bins • reusable shopping bags • carpooling • installing solar panels • purchasing sustainable and recycled clothing • reusable cloth nappies • reusable menstrual products • keep cups instead of takeaway coffee cups • using shampoo bars and not plastic containers • using refillable laundry bottles and soap containers. <p>Group:</p> <ul style="list-style-type: none"> • Clean up Australia day • Council – 3 bin system • recycling e.g., containers for change • re-usable bags in supermarkets • digital documentation – reduce paper usage by an organisation. E.g. school, company • carpooling • planting trees in a school as a community • use alternative energy sources in business organisations • reduce pollution (industrial area) • reduce water consumption and install rain water tanks in an organisation • increasing fishing licenses to reduce overfishing. 	
Accept other relevant answers.	

Question 14 (continued)

- (b) (i) Describe how the individual action identified in part (a) influences the individual's ability to maintain sustainable patterns of living. (2 marks)

Description	Marks
Uses the individual action in part (a), to describe how this influences the ability to maintain sustainable patterns of living.	2
Uses the individual action identified in part (a), to identify how this influences the ability to maintain sustainable patterns of living.	1
Total	2
Answers could include: <ul style="list-style-type: none"> decreased rainfalls and increased consumption rates mean future generations may face a real problem of little to no fresh water. In preparation for this it is vital we save water now however we can. This can be done by installing timers on taps, recycling water for use in gardens, being water wise, installing hardy gardens and washing cars on lawns. 	
Accept other relevant answers.	

- (ii) Describe how the group action identified in part (a) influences the group's ability to maintain sustainable patterns of living. (2 marks)

Description	Marks
Uses group action identified in part (a), to describe how this influences the ability to maintain sustainable patterns of living.	2
Uses group action identified in part (a), to identify how this influences the ability to maintain sustainable patterns of living.	1
Total	2
Answers could include: <ul style="list-style-type: none"> increasing fishing licences to decrease over fishing: ocean pollution causes depletion of fish stocks and marine wildlife. Fish is a staple food in many parts of the world and depletion of these stocks can lead to further issues of hunger. reducing single use plastics and plastic straws: ocean pollution is a very real current problem in the world. One of the biggest problems in ocean pollution is plastics. reducing the use of plastics in the world by using reusable shopping bags and reusable straws and cutlery, is one way of reducing the amount of plastics that are thrown into waste, and the possibility of it ending up in the ocean. 	
Accept other relevant answers.	

- (c) (i) Define the Triple Bottom Line theory. (2 marks)

Description	Marks
Defines the Triple Bottom Line theory.	2
Identifies an aspect of the Triple Bottom Line theory.	1
Total	2
<p>Answers could include:</p> <p>The Triple Bottom Line is a theory or business concept that suggests businesses, enterprises and projects should commit to measuring their social and environmental impact – in addition to their financial performance – rather than solely focusing on generating profit, or the standard “bottom line” when looking for the goal of sustainability.</p> <p>Accept other relevant answers.</p>	

- (ii) On the diagram below, label **three** components of the Triple Bottom Line. (3 marks)

Description	Marks
Labels three components of the Triple Bottom Line.	3
Labels two components of the Triple Bottom Line.	2
Labels a component of the Triple Bottom Line.	1
Total	3
<p>Answers could include:</p> <ul style="list-style-type: none"> • society (people, social) • economy (profit, financial) • environment (ecological, planet) • sustainability • bearable, equitable, viable 	

Question 14 (continued)

- (iii) Using the **three** components identified in part (c)(ii), explain the application of Triple Bottom Line theory to the provision of a community service **or** system in Australia or overseas. (9 marks)

Description	Marks
For each of the components (3 x 3 marks)	
Explains the component of the Triple Bottom Line theory and its application to a community service or system in Australia or overseas.	3
Describes the component of the Triple Bottom Line theory and its application to a community service or system in Australia or overseas.	2
States a fact about a component of the Triple Bottom Line theory to a community service or system in Australia or overseas.	1
Total	9
<p>Answers could include:</p> <p>Community Service: The Salvation Army: People – focuses on people in need, they are an inclusive community service that offer a range of services including alcohol and drugs, family and domestic violence, aged care to name a few.</p> <p>Planet – One way the Salvation Army works to save the planet is through their op shop stores where donations of clothing, toys and other items are recycled and sold back to the community at a cheap price. This prevents items that are no longer wanted from being put into landfill.</p> <p>Profit – They rely on donations from the community and have many people that volunteer to allow the service to be sustainable financially. They also offer employment services to help people gain employment. They also provide recycled items at cheap prices to allow the less fortunate the chance to purchase clothing and toys at an affordable price.</p> <p>System: The Welfare System People – supports all people in need regardless of sex, race, etc. Provides access to services, housing, health, disability. Supports the disadvantaged and vulnerable. The system provides decent pay and working hours to its employees.</p> <p>Planet – provides online services to allow people access without traveling reducing the CO2 emission impact. The system undertakes responsible use of resources through providing digital resources rather than paper and aim to reduce waste.</p> <p>Profit – provides financial assistance for people in need. Provides cheaper electricity bills, water bills, rates, transport for people in need through the health card care and pensions. The system provides jobs to a variety of people.</p>	
Accept other relevant answers.	

Question 15

(9 marks)

Explain the impact of the *Human Rights Commission Act 1986* on the wellbeing of children, families, and communities.

Description	Marks
For each of children, family and community (3 x 3 marks)	
Explains the impact of the <i>Human Rights Commission Act 1986</i> on the wellbeing of children.	3
Describes the impact of the <i>Human Rights Commission Act 1986</i> on the wellbeing of children.	2
States a fact of the impact of the <i>Human Rights Commission Act 1986</i> on the wellbeing of children.	1
Total	9
<p>Answers could include:</p> <p>Children:</p> <ul style="list-style-type: none"> every child shall be registered after birth and have a name: Children have the right to an identity therefore by registering the child at birth they have a connection to culture and family and known identify of their family. They can trace family tree and identify any possible health issues. They feel included in cultural community, building personal self-esteem. children as well as adults have human rights. For example, every child has every right to be heard (article 12). Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account. For example, parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. The child will feel that their best interests are being taken into account yet also being protected from exploitation. <p>Family:</p> <ul style="list-style-type: none"> Article 11 – The Human Rights Act Right: to respect for the family, for example maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances. This positively impacts the family allowing financial support for women to care for their child whilst maintaining their job when they choose to return. Article 7 – The family is the natural and fundamental group unit of society and is entitled to protection by society and state. Favourable conditions of work so that people can earn a decent living for their families, with safe and healthy working conditions, thus benefiting family life with not only income, but rest and leisure time. This positively impacts the family by providing time for family experiences, shared childcare responsibilities and work life balance. <p>Community:</p> <ul style="list-style-type: none"> the Act aims to decrease the discrimination and marginalisation that Muslim communities experience in Australia. It empowers them to increase their sense of social, cultural, political and economic inclusion. the Act explicitly recognises the special importance of human rights to the Aboriginal and Torres Strait Islander peoples of as Australia's first people and their distinctive and diverse spiritual, material and economic relationship with the lands, territories, waters, and coastal seas. empower community groups to participate in planning and implementing of activities. All decisions must take into consideration the act when strategically planning to meet the needs of the community. Then monitor evaluate and share outcomes. <p>Accept other relevant answers.</p>	

Question 16

(15 marks)

- (a) Identify **two** examples of how the rights of children are protected in Australia and/or globally. (2 marks)

Description	Marks
For each (2 x 1 mark)	
Identifies an example of how the rights of children are protected in Australia and globally.	1
Total	2
<p>Answers could include:</p> <p>Australia</p> <ul style="list-style-type: none"> • Working With Children Check (WWC) is to help protect children by deterring people from working with children where they have a criminal record that indicates they may harm children; and preventing people with such records who do apply for work with children from working in a paid or unpaid capacity • Department of Child Protection – policies • Mandatory reporting – doctors, nurses, teachers, police officers and boarding supervisors • Vaccination schedules • The Family Law Act 1975 – family court • Anti-discrimination laws. <p>Globally</p> <ul style="list-style-type: none"> • United Nations Children’s Fund (UNICEF) • United Nations Rights of the Child – provides for international co-operation between convention countries to recognise protective measures for children • Vaccinations • Save the Children • 100 million campaign • Oxfam • World vision • Christian blindness mission. <p>Accept other relevant answers.</p>	

- (b) Identify a federal government policy **and** a community group that could impact the growth and development of children. (2 marks)

Description	Marks
Identifies a federal government policy.	1
Identifies a community group.	1
Total	2
<p>Answers could include:</p> <p>Federal government policy:</p> <ul style="list-style-type: none"> • Child Safety Policy • Disability and Inclusivity Policy • Mandatory Reporting Policy • Reasonable Adjustment Policy • Environmental Policy • Discrimination Policy • Primary Healthcare Policy • Social Justice in Education Policy. <p>Community group:</p> <ul style="list-style-type: none"> • Low socio economic • Indigenous community • Disabled children • Single parent • Schools • Children influenced by domestic violence • Migrant groups. <p>Accept other relevant answers.</p>	

Question 16 (continued)

- (c) Explain the impact of the federal government policy you identified on the growth and development of children in the community group identified in part (b). (3 marks)

Description	Marks
Explains the impact of the federal government policy on growth and development of children in the identified community group.	3
Describes the impact of the federal government policy on growth and development of children in the identified community group.	2
Identifies the impact of the federal government policy on growth and development of children in the identified community group.	1
Total	3
Answers could include:	
<ul style="list-style-type: none">• In Australia both state and federal governments have established child protection policies with related laws that aim to prevent child abuse and neglect and convict and punish those who are proven to commit abuse or neglect. Child protection policy allows authorities to intervene in family situations where an allegation of harm or risk of harm to a child has been observed. The impact on growth ensures that children reach their full physical potential and no child will experience e.g. malnutrition or physical abuse. In addition, the child will have the opportunity acquire skills and abilities that allows the child the flourish and not to experience social exclusion, trauma or exploitation.• Mandatory Reporting policy aims to ensure that all children have a right to be protected from abuse or harm. It is the responsibility of all teachers, doctors, midwives, nurses, and police officers to report a belief that a child is in danger or been subjected to sexual abuse. It is every child's right to be heard and to be believed therefore, by reporting it enables neglect and injury to be detected, and potentially minimising the risk or trauma. Without reporting many cases may go hidden and negatively affect a child's development resulting in long term issues.	
Accept other relevant answers.	

- (d) With reference to the federal government policy identified in part (b), analyse the impact it has had on the social and environmental development of families. (8 marks)

Description	Marks
Social	
Analyses the impact of the policy on the development of families.	4
Explains the impact of the policy on the development of families.	3
Describes the impact of the policy on the development of families.	2
Identifies an impact of the policy on the development of families.	1
Subtotal	4
Environmental	
Analyses the impact of the policy on the development of families.	4
Explains the impact of the policy on the development of families.	3
Describes the impact of the policy on the development of families.	2
Identifies an impact of the policy on the development of families.	1
Subtotal	4
Total	8
Answers could include:	
<ul style="list-style-type: none"> • Social – the impact that the child safety policy has on the protection of children has been very positive, as children are kept safe and are able to grow and develop as children should. Parents are able to be confident that when they leave their children in the care of others, they should not come to harm. The process to obtain a working with children check as part of the child safety policy is quite onerous which can impact on the ability for the family to socialise with each other. • Environmental – the reasonable adjustment policy could be applied in a classroom through altering the seating arrangements to allow a student with a wheelchair to move around independently and access the learning environment. It could also be applied through using videos with captions for hearing impaired students. The policy also allows schools to access funding to adjust the environment. 	
Accept other relevant answers.	

Question 17

(13 marks)

- (a) Identify and describe **one** example of a community partnership. (3 marks)

Description	Marks
Identifies and describes a relevant community partnership.	3
Identifies and states a fact about a relevant community partnership.	2
Identifies a relevant community partnership.	1
Total	3
Answers could include:	
Partnerships will promote engagement, workforce development, continuing education, community services and a collaborative and community-based research.	
<ul style="list-style-type: none">• partnerships between school community and tertiary education industries including TAFE and university. Provide opportunities for students to choose their own pathways into employment through attending TAFE whilst still at school or completing certificates while at school through the Vocational Education and Training programs delivered at school. Workplace learning can also take place through these partnerships• partnership between university guild students and disadvantaged children allow students to be mentored, taken out on outings, and tutored• partnership between schools and food suppliers or corporate sponsorship to allow schools to provide breakfast to children in need through breakfast clubs and catering events.	
Accept other relevant answers.	

- (b) Using the example of a community partnership identified in part (a), state **two** roles and **three** responsibilities for the community. (5 marks)

Description	Marks
Community Roles	
Using the example of a community partnership identified in part (a), correctly identifies two roles for the community.	2
Using the example of a community partnership identified in part (a), correctly identifies one role for community.	1
Subtotal	2
Community Responsibilities	
Using the example of a community partnership identified in part (a), correctly identifies three responsibilities for the community.	3
Using the example of a community partnership identified in part (a), correctly identifies two responsibilities for the community.	2
Using the example of a community partnership identified in part (a), correctly identifies one responsibility for the community.	1
Subtotal	3
Total	5
<p>Answers could include:</p> <p>Community roles:</p> <ul style="list-style-type: none"> • collect food from cafes • hand out food to homeless people • tutor disadvantaged children • prepare breakfasts for children at school • reduce waste • interact appropriately with stakeholders • ensure all groups and interests are represented and considered • seek sponsorship for community identified health promotion events • develop sustainable strategies e.g. websites, resources that can be utilised by allied health professionals and the community • advocate for funding for trained health workers, community nurses, health promotion professionals etc. <p>Community responsibilities:</p> <ul style="list-style-type: none"> • safety – only distribute food that is safe to eat, always keep children safe • maintain Occupational Health and Safety practices • equity – do not discriminate • maintain ethical practices and behaviours • inclusion – seek out and invite all whom may benefit from the programme • ethical behaviour – e.g. people who are supposed to be helping should not remove products for themselves • maintain client privacy • maintain appropriate insurances. <p>Accept other relevant answers.</p>	

Question 17 (continued)

- (c) Using the example of a community partnership identified in part (a), state **two** roles and **three** responsibilities for the government. (5 marks)

Description	Marks
Government Roles	
Using the example of a community partnership identified in part (a), correctly identifies two roles of the government.	2
Using the example of a community partnership identified in part (a), correctly identifies one role or government.	1
Subtotal	2
Government Responsibilities	
Using the example of a community partnership identified in part (a), correctly identifies three responsibilities of the government.	3
Using the example of a community partnership identified in part (a), correctly identifies two responsibilities of the government.	2
Using the example of a community partnership identified in part (a), correctly identifies one responsibilities of the government.	1
Subtotal	3
Total	5
<p>Answers could include:</p> <p>Government roles:</p> <ul style="list-style-type: none"> • government support communities by building capacity through improved networks, organisation, attitudes, leadership, and skills • government agencies help communities utilise and build networks and skills. networks improve infrastructure, particularly information technology e.g. National Broadband Network • government works with communities through capacity building activities to support people to make their own choices • provide a pool of resources and information, which is designed to be accessed by all individuals and families regardless of location, culture and religion • promote community betterment and improvement and offer strong support networks ensuring social, economic and environmental wellbeing of individuals and families • provide funding and support for individuals and families to ensure they have access to education, health, housing and legal needs • identify trends and issues, adapting and changing services and resources to meet needs for individuals and families • promote social inclusion and inclusivity building self-esteem and acceptance through educational and community programs • provide health programs and harm reduction campaigns to protect individuals and families • provide a public health system to ensure health and wellbeing for all individuals and families • provide an education system to increase the skill and knowledge of all individuals and improve the financial earning capabilities improving standards to benefit individuals and families. <p>Government responsibilities:</p> <ul style="list-style-type: none"> • provide a responsible, flexible, and effective legal framework (legislation, policies, regulations, and practices) protecting and empowering individuals and families whilst ensuring social control • promote equity and equality through policies and programs to ensure all genders, cultures and religions can thrive and prosper • maintain privacy • ensure safety of participants in programs. <p>Accept other relevant answers.</p>	

Question 18

(14 marks)

- (a) Describe
- two**
- of the four stages in Piaget's theory of cognitive development. (4 marks)

Description	Marks
For each stage (2 x 2 marks)	
Describes a stage in Piaget's theory of cognitive development.	2
Identifies a stage in Piaget's theory of cognitive development.	1
Total	4
<p>Answers could include:</p> <p>Sensorimotor birth – 2 years The infant learns about the world through their senses and through their actions (moving around and exploring its environment). During the sensorimotor stage a range of cognitive abilities develop. These include object permanence; self-recognition; deferred imitation; and representational play. They relate to the emergence of the general symbolic function, which is the capacity to represent the world mentally. At about 8 months the infant will understand the permanence of objects and that they will still exist even if they can't see them, and the infant will search for them when they disappear.</p> <p>Pre-Operational Stage 2–7 years Toddlers and young children acquire the ability to internally represent the world through language and mental imagery. During this stage, young children can think about things symbolically. This is the ability to make one thing, such as a word or an object, stand for something other than itself. A child's thinking is dominated by how the world looks, not how the world is. It is not yet capable of logical (problem solving) type of thought. Infants at this stage also demonstrate animism. This is the tendency for the child to think that non-living objects (such as toys) have life and feelings like a person.</p> <p>Concrete Operational 7–11 Years During this stage, children begin to think logically about concrete events. Children begin to understand the concept of conservation; understanding that, although things may change in appearance, certain properties remain the same. Children can mentally reverse things (e.g. picture a ball of plasticine returning to its original shape). They also become less egocentric and begin to think about how other people might think and feel.</p> <p>Formal Operations stage – 12 and over Concrete operations are carried out on things whereas formal operations are carried out on ideas. Formal operational thought is entirely freed from physical and perceptual constraints. During this stage, adolescents can deal with abstract ideas (e.g. no longer needing to think about slicing up cakes or sharing sweets to understand division and fractions). They can follow the form of an argument without having to think in terms of specific examples. Adolescents can deal with hypothetical problems with many possible solutions. E.g. if asked 'What would happen if money were abolished in one hour's time?' they could speculate about many possible consequences.</p> <p>Accept other relevant answers.</p>	

Question 18 (continued)

- (b) Describe the first stage of Erikson's psychosocial development theory, trust versus mistrust. (2 marks)

Description	Marks
Describes the first stage of Erikson's psychosocial development theory, trust versus mistrust.	2
Identifies the first stage of Erikson's psychosocial development theory, trust versus mistrust.	1
Total	2
<p>Answers could include:</p> <p>Trust versus Mistrust (Birth – 1 ½ years) In this stage there is a strong need for consistency in a child's care. Their care requires predictability and reliable care for the child to develop trust for their primary care giver and give the child that feeling of security. When this trust is not evident, mistrust can arise, and the infant will not develop the confidence to form close bonds with others and take this mistrust into future relationships.</p> <p>Accept other relevant answers.</p>	

- (c) Compare Piaget's cognitive development theory with Erikson's psychosocial development theory, outlining **two** similarities and/or differences. (4 marks)

Description	Marks
For each similarity or difference (2 x 2 marks)	
Outlines a similarity or difference.	2
States a similarity or difference.	1
Total	4
<p>Answers could include:</p> <p>Similarities</p> <ul style="list-style-type: none"> • they are both theorists that focus on the development of children • they both believe that environmental factors develop a person rather than biological factors alone • they both believe that children develop in stages • they both believe that each stage comes with challenges • they are both male theorists. <p>Differences</p> <ul style="list-style-type: none"> • Piaget focuses on cognitive development and how children learn • Piaget's study focused on his own children • Erikson's theory is a psychosocial theory of development focusing on social and emotional development • Erikson's theory focuses on the development of a person's whole life whereas Piaget focuses on children to late adolescence • Erikson has 8 stages and Piaget has 4 stages. <p>Accept other relevant answers.</p>	

- (d) (i) Describe the relationship between the biological aspects of growth and development. (2 marks)

Description	Marks
Describes the relationship between biological aspects of growth and development.	2
Identifies a relationship between biological aspects of growth and development.	1
Total	2
<p>Answers could include:</p> <p>Biological aspects that affect growth and development include all things inherited by your biological parents. This can include:</p> <ul style="list-style-type: none"> • Growth: genetic disorders can affect how you grow. The genes you get from your parents also affect your height, hair colour, eye colour, etc. • Development: Down Syndrome is a genetic disorder inherited by your parents that affects your cognitive level of development it also can affect your social development in how you form relationships and interact with others. Your natural cognitive ability is also something that you inherit from your parents. <p>Accept other relevant answers.</p>	

- (ii) Describe the relationship between the environmental aspects of growth and development. (2 marks)

Description	Marks
Describes the relationship between environmental aspects of growth and development.	2
Identifies a relationship between environmental aspects of growth and development.	1
Total	2
<p>Answers could include:</p> <p>Environmental aspects are other factors that influence your growth and development. This can include:</p> <ul style="list-style-type: none"> • Growth: drinking alcohol and smoking can affect the way you grow; it can damage your physical body. The type of food you eat and amount of exercise you do can also affect how the body grows • Development: your friendship circle can influence your development, if you are associating with people who are making positive lifestyle choice you may also adopt these qualities, the reverse may also be true. Experiencing the death of a loved one can affect your emotional development. The socio-economic status of your family can also affect your development through the opportunities that you may have e.g., extra-curricular activities or access to additional technological resources to assist in your education. <p>Accept other relevant answers.</p>	

Section Three: Extended answer

40% (50 Marks)

Question 19

(25 marks)

- (a) (i) Consider the primary and secondary sources on page 24 and describe the common issue they identify. (2 marks)

Description	Marks
Describes the issue identified in the sources.	2
States a fact about the issue identified in the sources.	1
Total	2
Answers could include:	
The issue highlight in the resources is the gap in wages between women and men with men earning 14.2% more than women. On average men earn \$260 more than women each week. With current trends it will take close to 26 years to close this gap.	
Accept other relevant answers.	

- (ii) Explain how the *Equal Opportunity Act 1984* can be applied to the issue identified in part (a)(i). (3 marks)

Description	Marks
Explains how the <i>Equal Opportunity Act 1984</i> can be applied to the issue identified in part (a)(i).	3
Describes how the <i>Equal Opportunity Act 1984</i> can be applied to the issue identified in part (a)(i).	2
States a fact of how the <i>Equal Opportunity Act 1984</i> can be applied to the issue identified in part (a)(i).	1
Total	3
Answers could include:	
In relation to the gap in wages between men and women the Equal Opportunity Act was created to prevent discrimination on grounds of sex, marital status, pregnancy or breast feeding. The principles are currently not being supported as men are earning significantly more than women in every industry and occupation. Women fall pregnant, breastfeed and often are the primary carer in the early years forcing them to take more time off and put their career second to their family, while their male counter parts continue to climb the ladder seeking promotional positions. Therefore, men and women are not being treated equally when it comes to employment and the principles of the act are not being upheld.	
Accept other relevant answers.	

- (b) (i) Identify and describe **two** advocacy skills that could be used in relation to the issue identified. (6 marks)

Description	Marks
For each skill (2 x 3 marks)	
Identifies and describes an advocacy skill that can be used in relation to the stated issue.	3
Identifies and makes a statement about an advocacy skill that can be used in relation to the stated issue.	2
Identifies an advocacy skill that can be used in relation to the stated issue.	1
Total	6
<p>Answers could include:</p> <p>Assertiveness:</p> <ul style="list-style-type: none"> • able to express your needs clearly and directly and express your ideas without feeling guilty • deal with anxiety by reconciling the conflicts within your value system • talk to others about the appropriateness of being assertive in a specific situation that concerns you • expressing your ideas without feeling guilty or intimidated • sticking up for what you believe and be informed of what your rights are and how to get them • devise effective, tactful, fair and assertive responses: <ul style="list-style-type: none"> ▪ an understanding of and ability to use gestures, expressions and non-verbal ▪ cues to help communicate a message (for example, using changing the tone and volume of your voice to convey emotion and feeling, or controlling posture and nervous gestures to present confidence) ▪ exhibiting self-confidence when communicating and being able to give • receive criticism and compliments positively. <p>Proactive leadership:</p> <ul style="list-style-type: none"> • able to analyse own strengths and weaknesses in order to develop leadership • develop time management skills learning to prioritize and implement activities accordingly • develop plans to ensure all contingencies are covered as well as a back-up plan should the need arise • proactive leadership involves creating change, not merely anticipating it • have the ability to be flexible and adaptable • persuade others that the point of view you have developed is well supported by the ideas and information you present (e.g., an essay, poster, paper) • ability to resolve conflicts so that it is a win-win for all, to be concise and clear and to confront a situation without upsetting others • competence to convey ideas with an empathetic statement and monitor emotional reactions and filter out irrational thoughts. <p>Responsibility:</p> <ul style="list-style-type: none"> • have a range of developed skills and resources required for the task enabling you to take responsibility for your decisions and actions • able to adapt to differences of opinions, being open-minded and acknowledging differences • accepting positive and negative feedback • develop time management and record keeping • open and honest accountability for actions • having a defined sense of right and wrong and ethics. 	

Question 19 (continued)

Decision-making:

- able to make timely and informed decisions
- able to meet deadlines and targets without procrastination
- able to examine all aspects of an issue and identify the key requirements
- understanding of decision-making process
- communication skills
- uses appropriate technologies and techniques to present information to an audience
- understands verbal characteristics include firm, relaxed voice, fluent, few hesitations, voice appropriately loud for the situation
- uses interpersonal communication skills as the tools used to let others know what we think, feel and need.
- understands the needs, experience, and level of understanding of an audience
- displays sensitivity to your audience in organising and presenting ideas, and responding to feedback (e.g., using plain language over jargon when communicating with the general public).

Other answers could include:

- acquiring knowledge
- organisation
- active listening
- monitoring process
- problem solving
- technology process.

Accept other relevant answers.

- (ii) Describe **two** communication skills and/or strategies that could be used to advocate for the issue identified. (4 marks)

Description	Marks
For each strategy (2 x 2 marks)	
Describes a communication skill and/or strategy that could be used to advocate for the issue identified.	2
Makes a statement about a communication skill and/or strategy.	1
Total	4
<p>Answers could include:</p> <ul style="list-style-type: none"> • write a briefing paper or formal letter about the issue. This could be sent to local, state and federal politicians regarding. Discuss that you have a working party and a plan of action • arrange to have a meeting with your local member of Parliament. Plan what you are going to say. The plan must have your talking points, your aim and suggestions for change. Face-to-face meetings are also called lobbying. This involves making personal contact with decision makers regarding the issue in order to influence their decisions • attend local council meeting with other concerned persons, as the greater the number the better chance of a response • write letters and emails to editors, television stations, media outlets and have other people follow the same action • write a press release. Contacting journalists from television, radio, newspapers and magazines about the advocacy issue in order that they may take up the cause and produce a story • ask to have an interview with a member of local, state or federal government on the local radio station. A phone poll could be established at the radio station to see the popularity of the issue • prepare a local petition or survey regarding your concern. Send copies to local, state, and federal governments and the media • establish a peaceful rally about the issue • put the information on the internet and try to inform as many people as possible • encourage as many other people as possible. Have as many parents as possible, friends, families represent their views on the issue, especially when writing to politicians, to indicate the number of voters involved. • use networks to inform others and stay up to date and informed on the issues • working from inside the system by participating in the decision-making process. This method involves becoming a member of an influential group, for example, the local council, there by being able to influence any decisions that are made. 	
Accept other relevant answers.	

Question 19 (continued)

- (iii) Develop and communicate a plan to advocate for equal opportunity, social justice, or change. (10 marks)

Description	Marks
Develops and communicates a comprehensive or detailed plan to advocate for equal opportunity, social justice, or change.	9–10
Develops and communicates a suitable plan to advocate for equal opportunity, social justice, or change.	7–8
Develops and communicates a general or simplistic plan to advocate for equal opportunity, social justice, or change.	5–6
Outlines or makes comments about a plan to advocate for equal opportunity, social justice, or change.	3–4
Makes comments or a statement about a plan to advocate for equal opportunity, social justice, or change.	1–2
Total	10
<p>Answers could include the following with relevant explanation:</p> <p>Examine your own belief system:</p> <ul style="list-style-type: none"> many people hold onto childhood beliefs that influence how we engage in social justice. This can impact positively or negatively as positive action towards equal opportunity and advocacy begins at home. <p>Educate yourself about equal opportunity, social justice or change:</p> <ul style="list-style-type: none"> research what is being done about the issues to gain a better understanding of the current state and the history include statistics and relevant information about the problem relate the problem to human rights: are there any current laws or policies which relate to this problem? <p>Discover local organisations and devise goals and strategies to assist with the problem or issue:</p> <ul style="list-style-type: none"> build connections to get groups of people involved this must be a measurable target or strategy to meet the goal discuss possible impacts of the strategy on the population group discuss any legal issues surrounding the strategy discuss how the population group's wellbeing will be protected or enhanced by the strategy. <p>Use social media and radio platforms:</p> <ul style="list-style-type: none"> these platforms have become powerful tools to share messages to large audiences from anywhere join groups to post articles which can help facilitate community awareness and collaboration many local radio stations ask for listeners to call in and offer their opinions on social justice issues. This is a good way to join the conversation and reach a wide audience. 	

Volunteer and donate:

- volunteering gives you real life experience where you can experience the issues yourself to gain a better understanding of the issue. Depending on your time or availability this may or may not be an option
- every organisation needs some financial support to achieve their goals, by donating you are being part of the positive change.

Getting involved with politics:

- align yourself with candidates in local, state, and national positions.
- learn about current stances on social justice, equal opportunity, and change
- investigate current laws and how they are being implemented
- identify the target audience that you will approach to advocate for this strategy
- identify and explain two communication strategies you will implement? (Letters, emails, campaigns, etc.) and why you have chosen these strategies?
- what communication skills will be required to implement the communication strategies.

Evaluate and monitor the success of the advocacy plan:

- how will you monitor the success of your strategy? (Relate back to your goal)
- how will you monitor the progress of your strategy to ensure the strategy is on track?

Accept other relevant answers.

Question 20

(25 marks)

- (a) Analyse the aim of the United Nations Sustainable Development Goal. (4 marks)

Description	Marks
Analyse the aim of the United Nations Sustainable Development Goal.	4
Explains the aim of the United Nations Sustainable Development Goal.	3
Describes the aim of the United Nations Sustainable Development Goal.	2
Identifies an aspect of the aim of the United Nations Sustainable Development Goal.	1
Total	4
Answers could include:	
<ul style="list-style-type: none"> the Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity the 17 SDGs are integrated – they recognise that action in one area will affect outcomes in others, and that development must balance social, economic, and environmental sustainability countries have committed to prioritise progress for those who are furthest behind. The SDGs are designed to end poverty, hunger, AIDS, and discrimination against women and girls. 	
Accept other relevant answers.	

- (b) (i) Describe
- three**
- ways in which the United Nations Sustainable Development Goals seek to promote decent and economic growth. (6 marks)

Description	Marks
For each of the ways (3 x 2 marks)	
Describes a way the United Nations Sustainable Development Goals seek to promote decent work and economic growth.	2
Identifies a way the United Nations Sustainable Development Goals seek to promote decent work and economic growth.	1
Total	6
Answers could include:	
<p>Work: SDG seeks to strengthen employment and income, generating programmes as a tool to eradicate poverty. For example, by achieving higher levels of economic productivity through diversification e.g., jobs that promote local cultural products, will result in decent full-time employment for both men and women.</p> <p>Economic Growth: SDG aims to sustain per capita economic growth in accordance with national circumstances and at least 7 per cent gross domestic product growth per annum in the least developed countries. As people earn higher incomes and spend more money, this enables people to exit poverty and gain improved living standards and well-being.</p>	
Accept other relevant answers.	

- (ii) Explain how improving decent work and economic growth can have an impact on creating sustainable cities and communities. (3 marks)

Description	Marks
Explains how improving decent work and economic growth can impact on creating sustainable cities and communities.	3
Describes how improving decent work and economic growth can impact on creating sustainable cities and communities.	2
Identifies how improving decent work and economic growth can impact on creating sustainable cities and communities.	1
Total	3
Answers could include:	
<ul style="list-style-type: none">• <div style="border: 1px dashed gray; padding: 20px; text-align: center; width: fit-content; margin: 10px auto;">For copyright reasons this text cannot be reproduced in the online version of this document.</div>•	
Accept other relevant answers.	

Question 20 (continued)

(c) In relation to the information provided, explain the aim of meeting the following goals:

- good health and wellbeing
- quality education
- reduced inequality
- partnerships to achieve a goal.

(12 marks)

Description	Marks
For each goal (4 x 3 marks)	
In relation to the information explains the aim of meeting the goal.	3
In relation to the information describes the aim of meeting the goal.	2
Identifies the aim of meeting the goal.	1
Total	12
Answers could include:	
<p>For copyright reasons this text cannot be reproduced in the online version of this document.</p>	

For copyright reasons this text cannot be reproduced in the online version of this document.

Accept other relevant answers.

Question 21

(25 marks)

- (a) Describe the national or global issue shown in the image that influences people's actions to create sustainable patterns of living. (3 marks)

Description	Marks
Describes the national or global issue shown in the image.	3
States a fact in relation to the national or global issue shown in the image.	2
Identifies the national or global issue shown in the image.	1
Total	3
Answers could include:	
<ul style="list-style-type: none">• Immunisation:<ul style="list-style-type: none">◦ Many children in developing countries still go without vaccinations for childhood diseases that have mostly been eradicated in western countries through use of vaccinations.• Pandemic:<ul style="list-style-type: none">◦ Global pandemic issue currently affecting health, immunisation, travel, economics, and most areas of human life.• Healthcare:<ul style="list-style-type: none">◦ People are entitled to affordable health care. Some people are disadvantaged in this area and do not receive the quality health care that they need or are entitled to.• Poverty:<ul style="list-style-type: none">◦ Many people still live in poverty and cannot afford basic life necessities such as shelter, food, healthcare and education.	
Accept other relevant answers.	

Conflict is normal as all people cannot be expected to have the same beliefs and attitudes toward national or global issues. Learning how to deal with conflict is essential to the success of any community.

- (b) (i) Describe **two** conflict resolutions skills required when working with others. (6 marks)

Description	Marks
For each skill (2 x 3 marks)	
Describes the conflict resolution skills required when working with others.	3
Outlines the conflict resolution skills when working with others.	2
Identifies the conflict resolution skill when working with others.	1
Total	6
<p>Answers could include:</p> <ul style="list-style-type: none"> • creating a win/win approach to solve the conflict as partners rather than compete. This can be achieved when discussing challenges where both people negotiate through compromise and cooperation achieving what is best for the team and not the individual • build empathy through listening and clarifying information. This can be achieved through checking in on your colleagues to see how they are travelling. Focus on body language, tone of voice, and listen before taking action • use assertive communication rather than permissive or authoritative to get your point across without attacking the person. This will allow you to express your point of view in a clear and direct manner that is also respectful, to reduce conflict in the workplace. <p>Other answers could include:</p> <ul style="list-style-type: none"> • manage your emotions • develop solutions together through negotiation • mediation may be required in high conflict situations where a third party is bought in to help solve the problem. 	
Accept other answers.	

Question 21 (continued)

- (ii) Discuss the impact on individuals if conflict is
- not**
- dealt with effectively. (4 marks)

Description	Marks
Discusses the impact on individuals if conflict is not dealt with effectively.	4
Explains the impact on individuals if conflict is not dealt with effectively.	3
Describes the impact on individuals if conflict is not dealt with effectively.	2
Identifies an impact on individuals if conflict is not dealt with effectively.	1
Total	4
Answers could include: When conflict is not resolved, it can lead to frustration and other negative emotions, which can impact on an individual's health and wellbeing. This can increase stress levels leading to depression, anxiety, or poor lifestyle choices. In the workplace this can lead to lower productivity levels, poor moral or negative culture, high employee turnover and potential litigation if the conflict is caused from bullying, harassment, or discrimination.	
Accept other relevant answers.	

- (c) (i) Describe **three** self-management skills and/or strategies. (6 marks)

Description	Marks
For each of three self-management skills or strategies (3 x 2 marks)	
Describes a self-management skill and/or strategy.	2
Makes a statement about a self-management skill and/or strategy.	1
Total	6
<p>Answers could include:</p> <p>Skills:</p> <ul style="list-style-type: none"> • self-appraisal: requires that you are able to review in an honest manner what you can and cannot do. It requires you to view or estimate your abilities. It can include timelines what you can and cannot complete in the time available and skills that you may or may not have • goal setting: You view what must be done and how it can be done, this may involve setting yourself smaller goals in order to achieve the final goal. When setting goals, you need to look for any hazards or areas that may stop you from achieving your goals. It is important to be honest and realistic when setting your goals so that you are able to achieve them • flexibility: when completing tasks it allows for anything that may change when completing the work and being able to accommodate this. For example, altering using different resources, changing your views on a topic after researching it further, working with people you haven't worked with before, using new technology • time management: managing time requires looking at the allocated time, balancing all requirements and working out how much time it will take and how you will complete it • reflection: reflecting on your experience in order to learn from that experience • evaluation: the making of a judgement about the value of something, an assessment. <p>Strategies:</p> <ul style="list-style-type: none"> • use contracts or agreements – develop a set of rules with an individual or team for ideal deal behaviours. Evaluate how well they kept the terms of the agreement at the end of it • use time management logs – this will allow individuals or groups to track and manage their time. The log can be developed for various time periods including a day, a week or month, whatever is appropriate for the task • use checklists to act as to-do list, which can motivate people to be more productive • use rating scales to see how well people are accomplishing tasks. 	
Accept other relevant answers.	

Question 21 (continued)

- (ii) Explain how **two** of the self-management skills and/or strategies identified in part (c)(i) could be used to support the sustainable use of resources that contribute to individual, group, and/or population goals. (6 marks)

Description	Marks
For each of the two self-management skills or strategies (2 x 3 marks)	
Explains how the self-management skill or strategy identified in part (c)(i) could be used to support the sustainable use of resources that contribute to individual, group, and/or population goals.	3
Describes how the self-management skill or strategy identified in part (c)(i) could be used to support the sustainable use of resources that contribute to individual, group, and/or population goals.	2
Makes a statement about how the self-management skill or strategy identified in part (c)(i) could be used to support the sustainable use of resources that contribute to individual, group, and/or population goals.	1
Total	6
<p>Answers could include:</p> <ul style="list-style-type: none"> • being flexible will allow to you modify and alter things to allow you complete tasks in an effective manner. Being flexible allows to work and community with a diverse group of people. It also allows you to effectively use resources to promote sustainable practices and utilise available resources productively • by self-appraising what you can and cannot do based on the time and skills available, you will be able to do your job effectively and minimise conflict in the workplace • through goal setting, you are working independently and collaboratively with others, setting targets for yourself, while seeking help with what you are unable to complete on your own. It also enables you to set targets aimed at the sustainable use of resources during your work • reflection enables you to learn from your experience and discover what practices assisted to support the sustainable use of resources that contribute to individual, group and population goals, and what did not. After learning this you can change your behaviour and practices to promote better outcomes for future tasks • evaluation: similar to reflection. 	
Accept other relevant answers.	

ACKNOWLEDGEMENTS

- Question 11(a)** Information from:
© Commonwealth of Australia, Department of the Prime Minister and Cabinet, Closing the Gap Report 2020. Retrieved April, 2022, from <https://ctgreport.niaa.gov.au/content/closing-gap-2020>
Used under Creative Commons Attribution 4.0 International licence.
- Question 15** Dot points 1– 2 information from: State of Western Australia. (1986). *Human Rights and Equal Opportunity Commission Act 1986 – Declaration of the United Nations Convention on the Rights of a Child*. Retrieved August, 2022, from <https://www.legislation.gov.au/Details/F2009B00173>
Sourced from the Western Australian Legislation website at 10 October 2022. For the latest information on Western Australian legislation, please go to www.legislation.wa.gov.au.
Used under a Creative Commons Attribution 4.0 International licence.
Dot points 3–4 and 6–7 information from: State of Western Australia. (1986). *Human Rights and Equal Opportunity Commission Act 1986*. Retrieved August, 2022, from <https://www.legislation.gov.au/Details/C2017C00143>
Sourced from the Western Australian Legislation website at 10 October 2022. For the latest information on Western Australian legislation, please go to www.legislation.wa.gov.au.
Used under a Creative Commons Attribution 4.0 International licence.
Dot point 5 adapted from: Australian Human Rights Commission. (n.d.). *Community Partnerships for Human Rights Program: Working with and for Muslim Communities*. Retrieved October, 2022, from <https://humanrights.gov.au/our-work/community-partnerships-human-rights-program>
Used under a Creative Commons Attribution 4.0 International licence.
- Question 16(a)** Department of Health. (2013). *WA Health Working with Children Check Policy*. Retrieved October, 2022, from <https://ww2.health.wa.gov.au/About-us/Policy-frameworks/Employment/Mandatory-requirements/Human-Resource-Management/WA-health-system-policies/WA-Health-Working-with-Children-Check-Policy>
- Question 18(a)** Paiget, J. (n.d.). *Piaget's Stages of Cognitive Development*. Retrieved October, 2022, from <https://www.simplypsychology.org/piaget.html>
- Question 19(a)(i)** Information from: Duke, J. (2021, August 19). Men Earning \$260 a Week More Than Women as Gender Pay Gap Widens. *The Sydney Morning Herald*. Retrieved October, 2022, from <https://www.smh.com.au/politics/federal/men-earning-260-a-week-more-than-women-as-gender-pay-gap-widens-20210819-p58k6y.html>
- Question 19(a)(ii)** Adapted from: State of Western Australia. (1984). *Equal Opportunity Act 1984*. Retrieved August, 2022, from https://www.legislation.wa.gov.au/legislation/statutes.nsf/main_mrtitle_305_homepage.html
Sourced from the Western Australian Legislation website at 6 January 2022: State of Western Australia. (1984). *Equal Opportunity Act WA 1984*
For the latest information on Western Australian legislation, visit www.legislation.wa.gov.au
Used under a Creative Commons Attribution 4.0 International licence.

- Question 20(a)** Adapted from: United Nations. (n.d.). *Sustainable Development Goals*. Retrieved October, 2022, from https://www.undp.org/sustainable-development-goals?utm_c=&utm_content=US_UNDP_PaidSearch_Brand_English&utm_medium=GSR&utm_source=EN
- Question 20(b)(i)** Adapted from: United Nations. (n.d.). *Transforming our World: The 2030 Agenda for Sustainable Development*. Retrieved October, 2022, from <https://sdgs.un.org/2030agenda>
- Question 20(b)(ii)** Adapted from: United Nations Development Programme. (n.d.). *The SDGS in Action: Goal 11 Sustainable Cities and Communities*. Retrieved October, 2022, from https://www.undp.org/sustainable-development-goals?utm_c=&utm_content=US_UNDP_PaidSearch_English&utm_medium=GSR&utm_source=EN#sustainable-cities-and-communities
- Question 20(c)** United Nations Development Programme. (n.d.). *The SDGS in Action: Goal 3 Good Health and Well-being*. Retrieved October, 2022, from <https://www.undp.org/sustainable-development-goals#good-health>
Adapted from: United Nations Development Programme. (n.d.). *The SDGS in Action: Goal 4 Quality Education*. Retrieved October, 2022, from <https://www.undp.org/sustainable-development-goals#quality-education>
United Nations Development Programme. (n.d.). *The SDGS in Action: Goal 10 Reduced Inequalities*. Retrieved October, 2022, from <https://www.undp.org/sustainable-development-goals#reduced-inequalities>
United Nations Development Programme. (n.d.). *The SDGS in Action: Goal 17 Partnerships for the Goals*. Retrieved October, 2022, from <https://www.undp.org/sustainable-development-goals#reduced-inequalities>

Copyright

© School Curriculum and Standards Authority, 2022

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.

*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*